Rangiora High School

Analysis of Variance 2019

1. Connected Curriculum

Priority: To further develop the implementation of the Connected Curriculum to improve engagement and value-added in learning
Focus: ❏ To develop clear messaging of the intent of the Connected Curriculum in particular the focus on key competencies/capabilities/dispositions   ❏ To develop an agreed understanding of and models of key competencies / capabilities / dispositions   ❏ To develop quantitative measures of 'value added 'in Year 9 and Year 10 for achievement of key competencies / capabilities / dispositions   ❏ To develop a 'success model' for celebration of accelerated progress and achievement that is personalised   ❏ To develop an agreed understanding and models for learning contexts

Strategic Aim: Students to have a strong set of key competencies / dispositions to achieve across a range of learning contexts
Annual Aim: To develop agreed 'value added' models of measuring key competencies / capabilities / dispositions in Year 9 and 10
Targets: 1.   Year 9 and 10 cohorts (and groups) attend regularly (90% attendance) *[as at 11 December 2019: Year 9 = 89.0% / Year 10 = 86.4%]* **Not achieved**   2.   Identification and agreed understanding of "top 10" key competencies / capabilities / dispositions - C*onsultation is progressing.. Faculty and community consultation has informed identification of capabilities and dispositions. Raw matrices (Levels 1-8) have been developed. In progress.*   3.   Agreement on how we will measure, report and celebrate these "top 10" key competencies / capabilities / dispositions in 2020 **Not yet achieved.**

Actions *What did we do?*	Outcomes *What happened?*	Reasons for Variance *Why did it happen?*	Evaluation *Where to next?*

Leaders and teachers use collective sense-making from qualitative and quantitative evidence 'top 10' key competencies / dispositions are required for student success Graduate profile (year 10, year 13)	Staff feedback collected during term 4 2018 PLD workshops for ako and elective teachers. Common understanding of what are key competencies / dispositions and what they mean – 'Top 10' dispositions identified – 12 April 2019. 'Top 10' key dispositions documented in *RHS Connected Curriculum*. Presented to staff 6 September 2019. Reported to Board of Trustees ARTE and Curriculum Sub Committee – 12 September 2019 Launch of the Puketeraki Kāhui Ako's "*Ahuatanga Whaiaro*" ECE to Year 10 Learning Profile: 4 November 2019 Staff consultation on draft Year 11-13 Graduate profile - Monday 25 November 2019	Work put on hold in term 3 as Puketeraki Kāhui Ako developed graduate profile and Rangiora High School Board of Trustees consulted with the community as to their vision for learning and graduates.	Map RHS dispositions against the *Ahuatanga Whaiaro*. Rubric(s) to be developed to monitor learning dispositions - use as engagement reporting. KAMAR markbooks, report templates and moderation processes to be developed. PLD school wide focus on developing pedagogical practice to support development of learning dispositions and key competencies. Consultation with staff and students. Develop an agreed understanding of 'progress' and identify what is 'accelerated progress'. Trial rubrics with a view to reviewing the graduate profiles for Year 10 and 13. Students set goals based on key competencies / dispositions. Exploration of celebration models by Heads of Faculty and House. Recommendations presented to Staff for feedback. Model selected. Analysis informs development of next steps and reports to Board of Trustees ARTE and Curriculum Sub Committee.
Teachers collaborate to establish learning contexts and pedagogy for implementation of the key competencies / dispositions	Agreement in which learning contexts school wide key competencies / dispositions to be taught		
Teachers collaborate to identify how the key competencies / dispositions will be evaluated and reported on	Rubric(s) for assessing competencies and dispositions in development		
Establish targets based on self-assessment and teacher assessment for student achievement based around the key competencies / dispositions			
Create a 'celebration model' to recognise accelerated progress and achievement (in key competencies / dispositions)			
Analyse the data for value added in learning			

2. Learning Opportunities

Priority: To create / implement models of learning to improve Student Achievement, Retention, Transition and Engagement

Focus:
- ❏ To personalise learning for students
- ❏ To develop relevant programmes of learning, not subjects
- ❏ To create coherence and context for learning
- ❏ To establish learning from the student's world to develop programmes of learning from a student's perspective
- ❏ To inspire students to develop as independent lifelong learners
- ❏ To gain and build relevant qualifications

Strategic Aim: to develop programmes of learning that enable students to enter the workforce, training or further education with the dispositions / competencies to be successful in this rapidly changing world

Annual Aim: to develop a new senior curriculum based on analysis of current programmes of learning, student outcomes and learning pathways

Targets:
1. Analysis of need completed and informed planning of new courses / models for 2020 and 2021. In progress.
2. New programmes of learning identified for implementation in 2020 and 2021 identified and strategic plan for implementation finalised. Not achieved.

Actions *What did we do?*	Outcomes *What happened?*	Reasons for Variance *Why did it happen?*	Evaluation *Where to next?*
Analysis of Year 11-13 curriculum, student choice and leaver pathways to determine if we are meeting the learning needs and providing choice for all students	Report detailing analysis and recommendations presented to ❏ Principal and SLT, Board of Trustees ARTE and Curriculum Sub Committee 20 March 2019 ❏ Heads of Faculty 19 March 2019		

A range of specific models are identified that meet the needs and provides choice for all learners ❏ Connected Curriculum courses ❏ Full focus courses ❏ Gateway ❏ North Canterbury Youth Futures Project ❏ Schools within school ❏ Secondary - Tertiary programmes ❏ STAR (review) ❏ Trades Academies (expansion of opportunities offered) ❏ ORS funded students	THE RHS Connected Curriculum will inform this development. The RHS Connected Curriculum presented to staff on Friday 6th September (ToD). Q&A session for the staff on Wednesday 11th September. The Five Year Curriculum Change Strategic Plan was presented to the staff and BoT late Term 3. An opportunity was provided for staff to develop prototypes of new connected Year 9 and 10 courses. These were able to be accommodated through timetabling staff together. Meetings with ARA including at the Woolston Trades site to explore what collaboration could look like. Initial conversation held re Project Search.	Identification of the need to provide clarity re the vision and purpose of the *RHS Connected Curriculum* and strategic goals re curriculum change i.e to determine the strategic direction of the school for the next 5 to 10 years. The review of NCEA and ROVE (the review of tertiary provision) will have a significant impact on the direction and the way we develop the senior curriculum. While conversations have continued with Tertiary providers, specific models cannot be determined until the details of the new structures are finalised. Trades Academies and Gateway allocations will remain unchanged in 2020.	Exploration of models through ❏ Visits to other schools / providers ❏ Meetings with MoE, ITOs, community groups etc ❏ Evaluation of research / best practice Consultation with staff re the proposed range of models. Establishment of strategy group to inform implementation. Analysis of Surveys / focus groups feedback / National Qualifications Framework requirements to inform the development of Curriculum for each of the models. Consultation with focus groups - staff, students, community. Analysis of resourcing needs ❏ Funding streams / budget ❏ Learning Spaces / Rooms ❏ Staffing Timelines for implementation to be developed. Performance Plans for each model presented to Principal. Decision made as to which courses will be included in Course Selection process. Course booklets developed for inclusion in the 2021 Course Selection process. Course success (value added) evaluated. Evaluate success against the ARTE strategy and designated targets Analysis included in Board of Trustees ARTE report. Establish regular analysis of roll, student choice and student feedback for establishing senior curriculum profiles to inform next steps in planning of learning opportunities.
Curriculum for each model established in collaboration with students, parents / whānau, staff, tertiary providers and employers			
Resourcing needs for each specific model identified			
Alignment of the infrastructure to those models ('break the rules') ❏ Funding streams / budgets ❏ Learning Spaces / Rooms ❏ Staffing ❏ Timetabling	A range of possible timetable structures analysed and used to inform next steps by SLT Term 3. Staff consultation re proposed 2021 timetable Term 4. New model for Alternative Education developed Term 3.		

Establishment of Innovative Lead Teams to drive specific models and projects (initiatives) with responsibility to: ❏ Develop performance plans ❏ Establish criteria for entry ❏ To establish how feedback and from who will be sought ❏ To evaluate the success of courses in meeting student needs, engagement and achievement	Curriculum Innovative team and SLT have documented the *RHS Connected Curriculum* to clarify philosophy and expectations. The Faculty Reviews are providing information to create connected curriculum courses that are responsive to the needs of our students. MU Trades School position offered for 2020 to support the development of the curriculum for a Trades School and next steps.		
Implement a comprehensive range of models for implementation in 2020 - 2022			

3. Leadership

Priority: To build educational leadership capacity, capability and performance

Focus: To develop the education capabilities of Senior and Middle Leaders to shape and critically reflect on programmes of learning, individual student learning pathways, overall practice, organisational strengths and needs, with a view to informing decisions about priorities.

Strategic Aim: Educational Leadership philosophy and practice places students at the centre to realise the Rangiora High School Vision

Annual Aim: Leaders inspire a strong shared vision of accelerated learner progress and achievement and drive through change to realise the Rangiora High School Vision.

Targets:
1. 90% of Year 13 (including each sub group) attend regularly *11 December 2019: Year 13 = 81.2%. Not achieved.*
2. NCEA Level 3 and UE results match the national average for decile 8-10 secondary schools *[2019 RHS Level 3 = 64.8% / 2019 Decile 8-10 Level 3 = 75.3%] [2019 RHS UE = 45.6% / Decile 8-10 UE = 62.4%] Not achieved.*
3. Leadership Spirals of Inquiry to be adopted in 2019. *Leadership Spirals of Inquiry implemented - SLT, Heads of Faculty and WIthin School Lead Teachers are undertaking Leadership Spirals of Inquiry*
4. PLD programme for SLT and HoFs implemented in 2019 focusing on growing capabilities/key competencies/dispositions. *Leadership Spirals of Inquiry based on Educational Leadership Framework capabilities. PLD focus on shadow coaching. Achieved.*

Actions *What did we do?*	Outcomes *What happened?*	Reasons for Variance *Why did it happen?*	Evaluation *Where to next?*
Identification of the 'top 10' key competencies / dispositions required for educational leadership success	*Educational Leadership Capabilities Framework* used to develop a shared understanding of what leadership ❑ in different contexts looks like ❑ in leading learning ❑ in accelerating progress and raising achievement Exploration of the Education Leadership Capabilities and what they mean using tools such as the Insight to Action tool and the VIA Character Strengths tool.	*Educational Leadership Capabilities Framework* published by Teachers' Council of Aotearoa New Zealand.	MoE approved PLD Project on Leadership of Cultural Relations for Responsive Pedagogy - focus group - Heads of Faculty and Strategic Leadership Team.
Identify how the dispositions / key competencies and / or dispositions will be evaluated	Review of RHS Spirals of Inquiry and appraisal templates / processes to support evaluation of educational leadership in ❑ different contexts ❑ leading learning ❑ accelerating progress and raising achievement Documentation introduced to SLT and Heads of Faculty for feedback 4 March 2019 Reporting to the Board of Trustees in the Personnel Report on the introduction of new documentation / processes – 22 May 2019		

Implement modelling behaviours based on the dispositions. SLT and Heads of Faculty are reflective and inquiry focused; ❏ Supporting teachers to genuinely connect with and effectively teach all priority groups of learners, using Spirals of Inquiry to modify pedagogy and approaches to learning (including programmes) ❏ Interrogating evidence and tracking student learning to know what is working, how well, for whom, and why? to ensure that learning programmes meet the needs of the full range of learners	Leadership Spirals of Inquiry process by SLT, WSL Lead Teachers and Heads of Faculty; and used to inform development of Improvement Plans for Portfolios / Faculties Rongohia Te Hau - informed by classroom observations (30% of teachers), student, staff and whānau voice. Analysis of results shared with staff to inform next steps.		Collaborative Leadership Spirals of Inquiry 2020.

4. Māori Success as Māori

Priority: To develop Rangiora High School as tūrangawaewae where students can stand tall, be proud of who they are and achieve success

Focus:
❏ To create a sense of belonging for Māori learners
❏ To create a responsive and culturally inclusive environment
❏ To grow staff confidence in cultural and relationally responsive practice and in using Spirals of Inquiry to modify approaches pedagogy and / or programmes of learning.
❏ To create a welcoming and inclusive environment for whānau to engage them in their child's learning

Strategic Aim: Leaders promote the development and implementation of strategies, plans and policies to realise learners' potential and their educational success as Māori

Annual Aim: To improve Māori engagement, retention and achievement.

Targets:
1. Māori students attending regularly (90%+ attendance at each year level) **Yr 9 88.9%, Yr 10 84.9%, Yr 11 83.5%, Yr 12 81.9%, Yr 13 74.9% not achieved.**
2. Māori student retention rates are the same as that of their peers. **NZE -4.2%; NZM -3.3% not achieved.**
3. Rongohia Te Hau shows a positive shift in culturally responsive practice throughout the school. (Rongohia Te Hau student, staff, whānau surveys show a disconnect in some areas, classroom observations show a positive shift)

Actions *What did we do?*	Outcomes *What happened?*	Reasons for Variance *Why did it happen?*	Evaluation *Where to next?*

To build the capability of Curriculum and Pastoral Leaders to develop the cultural and relationally responsive pedagogy and practice of the team for whom they are responsible	Decision PLD programme written collaboratively with external expertise would focus on shadow coaching conversations 15 March 2019. PLD application to MoE – 24 May 2019. PLD with HoFs to understand the observation and shadow coaching tools. Kia Eke Panuku team presented to the whole staff the continuum of CR4RP practice - this has been published in staff handbook digitally/staff planner along with guidelines on terms, pronunciation, tikanga. 22 staff have completed NCEA Level 3 He Papa Tikanga, a further 12 are working towards finishing in 2020.	Application was successful, allowing resourcing for continuing work with Expert Partner from Poutama Pounamu. Application linked to leadership strand.	End of year planning for 2020 with expert partner. Start of year with all staff PLD on CR4RP. Embed PLD on CR4RP into annual PLD cycle. Indicators of Success Principal PLD with Mātauraka Mahaanui through the Puketeraki Kāhui Ako. Faculty agendas regular item. Collection of ex student voice about their experience at RHS.
To develop the capability of Curriculum Leaders to work with their team to accelerate the progress of Māori Learners so that all Māori Learners are achieving success as Māori	A focus on improving the engagement and achievement of Māori Learners is integral to Leaders' Spirals of Inquiry. As of 1 April 2019 five Heads of Faculty using shadow coaching. PLD for Heads of Faculty with Observation and Shadow Coaching guide developed by Kia Eke Panuku team. Distributed 11 June 2019. All Heads of Faculty completed Rongohia te Hau cycle of observation and analysis. Rongohia te Hau used to inform next steps in improving culturally and responsive practice.	Positive shift in CR4RP practice in classrooms was observed. Data from ākonga and whānau voice points to some areas of disconnect. Kia Eke Panuku team's planning for 2020 will focus on these areas.	PLD for Middle Leaders continues in 2020 as per PLD application. Key aspects include effective utilisation of the shadow coaching model and leading the incorporation of culturally responsive pedagogy. Identify five Heads of Faculty who need support to move to shadow coaching and provide specific PLD for them.

To further develop the relationship with whānau with a focus on ❏ Identifying how we can strengthen whānau input when transitioning students into high school, particularly those learners transitioning from bilingual units ❏ Developing whānau capability to support their children's learning ❏ Mana whenua identity is reflected in all aspects of the school - including curriculum; tikanga; pastoral systems and the physical environment	Whānau Hui held each term. Hosting by Ngā Rākau e Rua Kāhui Ako Cluster Group meetings for CR4RP. MU job description developed to further links with Whānau and Iwi. Appointment of two kaiako to lead this in 2020.	School focus on providing teaching, learning and assessment programmes due to a staff member on leave .	Mana whenua identity is reflected in all aspects of the school - including curriculum; tikanga; pastoral systems and the physical environmen.
To co-construct the local curriculum and graduate profile with whānau	Whānau hui in Term 1 gathered whānau input on capabilities for graduate profile and goals for the kura and learners		Revisit and write Māori Strategic Plan with whānau collaboration. Whānau hui dates set for the year. Establish whānau tautoko group/whānau advisory group and Kāhui amokura (Māori student executive team).

5.   Self Review and Evaluation

Priority: To develop a culture of continuous self improvement
Focus: ❏ Developing an unrelenting focus on accelerating progress and achievement, particularly for Māori learners, Pasifika learners and learners with special education needs ❏ Leaders are proactive and skilled in identifying the most pressing priorities and focusing on addressing them first and fast with best-fit solutions ❏ Secondary priorities (those with less direct impact on accelerated achievement) are monitored and addressed in a timely manner ❏ There is a clear understanding of what each group of learners needs to achieve the next level in their learning, and a strategic approach to responding to those needs.
Strategic Aim: Effectively capturing and using evidence to make sound decisions that accelerate progress and ensure valuable outcomes for all learners
Annual Aim: Building the 'right' evaluative capabilities among leaders and teachers.

Actions *What did we do?*	Outcomes *What happened?*	Reasons for Variance *Why did it happen?*	Evaluation *Where to next?*
Learners are tracked over time to: ❏ Monitor progress and what works for them ❏ Produce useful, consistent and robust information about all learners, in particular the priority groups, across the curriculum and year levels ❏ To inform school-wide dialogue about "how good is good enough" in attendance, behaviour, progress, achievement.	Progress and achievement assessed and reported across all Curriculum Levels in all learning areas in years 9 and 10. Tracking system reviewed [S1] (February 2019) to include: ❏ achievement data in years 9 and 10 ❏ Inform learning conversations facilitated by form teachers ❏ track progress of students / priority groups over time ❏ More targeted reporting to BoT over year particularly junior school ❏ Spreadsheets developed that 'traffic light' students to enable House Leadership Teams to better identify 'at risk' students PLD for form teachers to build their capability to lead learning conversations with Learners Staff Meetings held on 25 February 2019, 25 March 2019, and 2 September 2019. PLD with Tracking Strategic Lead Team re intent and responsibilities (30 August). PLD with Leaders with responsibility for tracking priority groups to strengthen their understanding of what the data means at a deeper level and to develop a strategic approach to responding to their needs (30 August). PLD with Pastoral Leaders to develop a school-wide approach to identifying and supporting 'at risk' learners in mana-enhancing ways (12 September).		Focus in 2020 on next steps - ❏ Embedding student goal setting and student tracking of own progress ❏ Embedding learning conversations schoolwide, informed by data ❏ Identifying priority group trackers early in term 1 with a view to the formation of tracking groups at the end of Term 1 ❏ Review of composition of each target group end of each term ❏ Form teacher/Dean consistent early intervention to absence ❏ SAF Project - to inform the above work and secondly to inform next steps in developing of Faculty Tracking of student achievement

Analysis of learner and teacher practice data asking what they indicate about progress to the RHS vision, strategic goals and annual targets	Spirals of Inquiry reviewed / developed to include: ❏ Leadership Inquiries ❏ Focus on identifying 'puzzles of practice' - the causes, and response by drawing on the research and / or specialist expertise Spirals of Inquiry approach is applied for continuous improvement at multiple levels across the school: ❏ SLT to school-wide performance ❏ HoFs to classroom practice ❏ Strategic Change Lead Teams to school-wide initiatives e.g. WSL Teacher inquiry AKO	New Framework for analysis of Surveys.	A documented inquiry process is no longer a required part of appraisal or registration from 2020. From 2020 collaborative inquiries e.g. PB4L, CR4RP, Ako learning teams, pastoral / engagement … are to be used to focus on identifying and response to 'puzzles of practice'.
Organisational practices	Ongoing focus ❏ To export KAMAR data using google spreadsheets to allow end users to focus on analysis of data and next steps e.g. tracking groups, pastoral data, attendance data, HoF Annual reports... ❏ SAF Facilitator working with SLT to develop organisational capability. ❏ SAF Facilitator has also worked with pastoral team and HoFs to evaluate RHS organisational capability with a view to informing next steps in improving planning, procedures and systems. ❏ Review of Attendance systems including Rock On progress		❏ Start of year publish to students, whānau and staff expectations and consequences around attendance/absence ❏ Expanded A-Z available on RHS website to ensure understanding of organisations processes by wider community

Areas of Focus 2019

Focus Areas	Outcomes *What happened?*	Evaluation *Where to next?*
Finances	❏ A Chartered Accountant appointed as Business Manager ❏ Started to develop new reporting and analysis of income and expenditure	❏ Improved governance and executive dashboard reporting ❏ Online access for budget holders

	❏ New budget format developed that aligns to school structures and curriculum ❏ Transfer of school accounts to cloud-based software	❏ Review of STAR expenditure ❏ Analysis of impact of clarification of parental payments informing 2021 budget ❏ Long term capital planning - asset replacement, asset upgrades, SIPO plan pending decision from the Ministry of Education.
Governance	❏ Board of Trustees elected 7 June 2019 ❏ Board Policies, Code of Conduct and Delegations in place ❏ Community consultation re Charter focused on graduate profile ❏ 5 Year Strategic Plan developed	❏ Review of RHS Charter ❏ Next Board elections to be held 7 December 2020
Health and Safety	❏ Termly Health and Safety report to Board of Trustees ❏ Staff informed through staff meetings / briefings and the weekly staff newsletter ❏ Emergency evacuation practices held terms 1, 2 and 3 ❏ Annual hazard review and Laboratory Code of Practice in place ❏ Chemsafe review completed ❏ Electrical testing ongoing throughout the year ❏ Lockdown review completed	❏ New lockdown procedures to be implemented following investment in security systems
Personnel	❏ Revised structure for Learner Support, including appointment of new Head of Learner Support and four new Learning Support Coordinators.	❏ Developing processes and systems to ensure effective performance of these new roles.
Property	❏ Sports Field upgrade completed ❏ 5YA Property Plan reviewed and timeline for implementation developed	❏ Extension of Mainstream Programme Unit ❏ Implementation of revised 5YA ❏ Implementation of Schools Investment Programme (SIP) ❏ Education Brief and Master plan review to inform long term property development plans
Resources	Significant purchases in 2019 included: ❏ Annual IT rollover ❏ Library resources ❏ Hall lighting upgrade ❏ Various student and staff kitchen and laundry equipment ❏ Stocktake of Assets underway	❏ Asset replacement budgets aligned with the Asset Register ❏ Asset purchases determined by Strategic and Annual Planning processes ❏ Cyclical maintenance plan implemented

Targeted Funding	Funding for 11+ students with learning and behaviour needs	❏ Funding was used for learning support assistance in a variety of year 11-13 classes, specifically targeting students who were at risk of not achieving NCEA qualifications
		❏ The outcomes resulting from the funding enabled
		  ❏ ongoing access to Reader/writer and SAC requirements
		  ❏ day to day support in class
		  ❏ positive academic achievement and engagement data
		❏ Resourcing as always, barely provides the level of support required

	SportsFit funding	
	34% of students are involved in sport 8 students were selected in NZ representative age group sports teams, 6 students gained a National Title and the Futsal Team (9 students) also won a National Title 592 students represented Rangiora High School in 28 codes (School Sport Canterbury Only) - Coaches - 15 staff coaches, 6 Support Staff coaches and 27 volunteer coaches from the community - 18 student coaches - Other – 30 volunteer managers from the community and 40 student volunteer umpires and 23 staff (some involved in more than one sport hence high number e.g. MRI, volleyball, korfball, basketball, Football, Orienteering etc.) involved in sport in some way with an estimate of 13 managers /drivers/coordinators (a lot of these were for one-off events) - Additional uniforms were purchased - Rugby and Netball purchased new uniforms, basketball was paid by the student. Blazers and sports ties were also purchased by Funding Committee - House competitions continue to play an integral part in developing the school's culture. Year 9 -13 students are actively involved in these events.	
	Tertiary Education Commission ❏ **Gateway** The Tertiary Education Commission funded 25 Gateway places in 2019 ❏ **The Primary Industries Trade Organisation** funded 20 Trades Academy places ❏ **3+2 programme** Two students enrolled through the Motor Trade organisation in term 3	

Glossary of Terms

5YA	Five Year Property Funding Agreement with MoE
Ahuatanga Whaiaro	Puketeraki Kāhui Ako's ECE to Year 10 Learning Profile
Ako	A teaching and learning relationship where the educator is also learning from the student in a two-way process and where educators' practices are informed by the latest research and are both deliberate and reflective.
ARTE	Achievement, Retention, Transition and Engagement
CR4RP	Cultural relations for responsive pedagogy
Gateway	Structured workplace learning integrated with school-based learning

HoFs	Heads of Faculty
ITOs	Industry Trade Organisations
KAMAR	RHS' electronic Student Management system
Kia Eke Panuku	PLD initiative to support secondary schools giving life to Ka Hikitia and addressing the aspirations of Māori communities by supporting Māori students to pursue their potential
MoE	Ministry of Education
PB4L	Positive Behaviour for Learning
PLD	Professional Learning and Development
Puketeraki Kāhui Ako	Rangiora Community of Learning
RHS	Rangiora High School
Rongohia Te Hau	Electronic tools for gathering student, teacher and whānau perceptions of relational and culturally responsive pedagogy, together with detailed information from classroom observations
SAF	Student Achievement Function Practitioners (MoE) assist to raise student achievement and improve their capability in one of five key areas: evaluative, instructional, organisational, cultural and linguistic intelligence and educationally powerful connections with parents, family and whānau.
SLT	Strategic Lead Team
STAR	Secondary Tertiary Alignment Resource
ToD	Teacher only day