

# Rangiora High School

## Analysis of Variance 2020



## Student Success and Achievement

**Priority: Students experience success, gain achievement in qualifications and effectively transition to further learning**

**Focus:**

- Developing an unrelenting focus on accelerating progress and achievement, particularly for Māori learners, Pasifika learners and learners with special educational needs.
- Leaders are proactive and skilled in early identification of priorities and implementing best-fit solutions promptly.
- 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 'best practice' evaluative capabilities among leaders and teachers.**

**Targets:**

1. RHS Students achieve above the national average for decile 8-10 schools.

*RHS Students achieved above the national average for decile 8-10 schools at NCEA Level one.*

*Attainment at NCEA Level 2 was below the national average for decile 8-10 schools. Attainment was above national average for all schools.*

*Attainment at NCEA level 3 was below national averages for decile 8 - 10 schools.*

NCEA	2020 RHS	2020 National Average Decile 8-10 schools
NCEA Level 1	82.9	75
NCEA Level 2	82.2	85.7
NCEA Level 3	67.8	79.9

2. Each tracked group in the school - males, females, Māori and Pasifika students achieve at or above the national average rate at NCEA Level 1 for their peers in decile 8 - 10 co-educational schools.

*Year 11 students achieved above for their peers in decile 8 - 10 co-educational schools Level 1.*

*Tracked groups except boys and Pasifika achieved below national averages for decile 8 - 10 schools at NCEA Level 2 and 3.*

*Note: Pasifika numbers are below 10 students and therefore not significant.*

NCEA	2020 RHS	2020 National Average Decile 8-10 schools
NCEA Level 1		
Female	86.7	78.9
Male	79.2	70.7
Māori	71.7	67.8
Pasifika	81.8	70.0
NCEA Level 2		
Female	77.6	88.8
Male	86.9	82.2
Māori	77.1	83.4
Pasifika	100.0	83.0

NCEA Level 3		
Female	73.5	85.0
Male	59.5	74.6
Māori	55.6	71.7
Pasifika	80.0	72.8

<b>Actions - <i>What did we aim to do?</i></b>	<b>Outcomes - <i>what happened?</i></b>	<b>Reason for variance - <i>why did it happen?</i></b>	<b>Evaluation - <i>where to next?</i></b>
<p>Further development of tracking systems to ensure all Learners, Year 9 - 13, are tracked over time to:</p> <ul style="list-style-type: none"> <li>• Produce useful, consistent and robust information about all learners, in particular the priority groups, across the curriculum and year levels to inform teaching practice (and next steps in tracking)</li> <li>• To inform school-wide dialogue about attendance, behaviour, progress, achievement and respond</li> <li>• To monitor the impact of actions taken</li> </ul>	<p>As a result of the Term 1 Goal-setting programme many students began tracking their own achievement.</p> <ul style="list-style-type: none"> <li>• Learners taught the critical and reflective skills that enable them to contribute / lead to learning conversations ideas in mana-enhancing ways.</li> <li>• Student results informed conversations with Form Teacher / teachers responsible for tracking.</li> <li>• PLD for teachers to build their capability to lead learning conversations with Learners and for Leaders with</li> </ul>	<p>Due to COVID-19 Alert Level restrictions the following were delayed.</p> <ul style="list-style-type: none"> <li>• Formation of tracking groups delayed until mid-June</li> <li>• PLD delayed to 15 June</li> <li>• House Tracking Meetings delayed to 31 August</li> </ul>	<p>Goal-setting and tracking to inform learning conversations will form part of all wānanga classes from 2021</p> <p>Link to implementation of learning dispositions in wānanga</p>

	<p>responsibility for tracking priority groups to strengthen their understanding of what the data means at a deeper level i.e. to develop a strategic approach to responding to student need.</p> <ul style="list-style-type: none"> <li>● BoT ARTE reports provide a termly analysis of student achievement and next steps.</li> </ul>		
<p>Student Achievement Function (SAF) Project to:</p> <ul style="list-style-type: none"> <li>● Accelerate achievement levels of priority student groups including Māori students, Pasifika students, students with special education needs and boys</li> <li>● Develop a good understanding of the multiple factors contributing to learner outcomes and how to use these to select a mix of change levers to address the most important causes preventing the priority groups from realising their potential</li> </ul>	<ul style="list-style-type: none"> <li>● Analysis of learner and teacher practice data provided to SLT, HoFs and Teachers to inform the development of next steps to address the ‘puzzles of practice’.</li> <li>● Summary of progress to date included in BoT ARTE report each term.</li> <li>● In terms 1-3 the Tracking Lead Team met three times a term with the SAF facilitator.</li> </ul>		<ul style="list-style-type: none"> <li>● Tracking to be embedded in wānanga classes</li> <li>● Learning Support Coordinators (LSCs) to work with staff to identify and support students on different programmes e.g. 18 month NCEA candidates</li> </ul>

# Student Engagement

**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 all learners, in particular Māori and Pasifika Learners
- To create a welcoming and inclusive environment for parents, whānau and aiga 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**

Annual Aims:

- To improve Māori engagement, retention and achievement
- To improve Pasifika engagement, retention and achievement
- To continue to explore and implement effective wellbeing practices to support the physical, mental and emotional wellbeing of all learners

Targets:

1. Māori and Pasifika students attending regularly (90% attendance for all students at each year level)  
*Not achieved.*

Cohort	% Attendance
Year 9 Māori	85.7
Year 9 Pasifika	89.5
Year 10 Māori	77.6
Year 10 Pasifika	83.0
Year 11 Māori	80.8

Year 11 Pasifika	85.0
Year 12 Māori	82.9
Year 12 Pasifika	90.0
Year 13 Māori	79.7
Year 13 Pasifika	80.7

2. Māori and Pasifika students achieving at the same level as their RHS peers (see pages 2-3)
3. Māori student retention rates are the same as that of their RHS peers.

	<b>2021 Numbers</b>	<b>% Retained</b>
Year 11 Māori	44	100% from 9-11
Year 11 Pasifika	3	100% from 9-11
Year 12 Māori	44	93.6% from 9-12
Year 12 Pasifika	7	70% from 9-12
Year 13 Māori	26	65% from 11-13
Year 13 Pasifika	3	100% from 11-13

Actions - <i>What did we do?</i>	Outcomes - <i>what happened?</i>	Reason for variance - <i>why did it happen?</i>	Evaluation - <i>where to next?</i>
<p><b>Achievement, Retention and Transition (ART) Project</b></p> <p>To work with the Ministry of Education to identify and mentor Year 12 and 13 Māori students at risk of not achieving NCEA Level 2 or 3</p>	<ul style="list-style-type: none"> <li>● Students identified using KAMAR and Deans' input</li> <li>● Meeting dates and summary of mentoring session recorded on KAMAR student records</li> <li>● Reports to the Ministry of Education (June, September 2020)</li> <li>● Funds have assisted with visits to tertiary institutions, driving licences, sports fees and to pay mentors</li> <li>● 40% of the group achieved relevant NCEA level</li> </ul>	<p>Funding allowed allocation of hours to three part time staff</p> <p>Students met with mentors in groups and individually</p> <p>Individual goals were established</p>	<p>To integrate ART project with work being undertaken by LSCs to support tracking of NCEA achievement.</p>
<p>To further develop the relationship with whānau with a focus on</p> <ul style="list-style-type: none"> <li>● Identifying how we can strengthen whānau input when transitioning students into high school, particularly those learners transitioning from bilingual units</li> <li>● Working with whānau to support their children's learning</li> </ul>	<ul style="list-style-type: none"> <li>● Two new kaiako appointed with MUs to develop links with whānau</li> <li>● Student visits to and from Rangiora Borough School</li> <li>● Kāhui amokura (Māori student executive team) established</li> <li>● Puketeraki Kāhui Ako working with Mana Whenua Facilitators developed a Kāhui Ako</li> </ul>		<ul style="list-style-type: none"> <li>● Māori Education Plan reviewed</li> <li>● Establishment of a student and whānau tautoko group (whānau advisory group)</li> <li>● Discussion with whānau re the development of a Learning Advisory for Māori Students</li> <li>● Sign Writer employed with a view to signage in Te Reo for 2021</li> </ul>

<ul style="list-style-type: none"> <li>• Mana whenua identity is reflected in all aspects of the school - including curriculum; tikanga; pastoral systems and the physical environment</li> </ul>	<p>language acquisition plan (ākonga, kaiako and whānau)</p> <ul style="list-style-type: none"> <li>• Mana whenua Facilitators worked with the school to develop the Education Brief</li> </ul>		
<p>To co-construct the local curriculum and <b>graduate profile</b> with whānau</p>		<p>Whānau hui not held due to COVID alert levels (Terms 1 and 2). Term 3 whānau hui focus consultation of Education Brief</p> <p>Puketeraki Kāhui Ako, working with Mana Whenua re development of local curriculum</p>	<ul style="list-style-type: none"> <li>• Whānau feedback and contribute to curriculum design and have opportunity to provide expertise where relevant</li> <li>• Build a comprehensive list of opportunities and knowledge around local issues and contexts for inclusion in curriculum design</li> </ul>
<p>To further refine the <b>Attendance Systems</b> to</p> <ul style="list-style-type: none"> <li>• enable earlier identification and intervention for students at risk</li> <li>• grow the capability of form teachers and pastoral leaders to engage with at risk students and their parents / whānau</li> </ul>	<ul style="list-style-type: none"> <li>• Minutes of Pastoral meetings - Leaders and House and Rock On Meetings</li> <li>• Refinements to attendance systems as outlined in the <i>RHS Staff Handbook</i> and <i>RHS Pastoral Handbook</i></li> <li>• Pastoral teams using a common spreadsheet to record Students of Concern/Actions</li> <li>• Analysis of MoE generated termly attendance report for</li> </ul>		<p>Upskill staff and pastoral teams to use KAMAR reporting effectively</p>



	<p>RHS <i>Attendance Matters</i> reported in BoT ARTE Report</p> <ul style="list-style-type: none"> <li>● Use data from contributing schools to early identify students with known attendance issues</li> <li>● Puketeraki Kāhui Ako facilitated PLD for Leaders and Attendance Officers to support the development of common systems / understanding</li> </ul>		
<p>To further refine school systems and processes to promote and respond to <b>Student Wellbeing</b> by</p> <ul style="list-style-type: none"> <li>● planning a programme including activities such as Awareness weeks, Assembly presentations, Guest speakers</li> <li>● using student, staff and parents / whānau voice</li> <li>● investigate possible next steps including Growth Mindset, Travellers' Programme...</li> </ul>	<ul style="list-style-type: none"> <li>● Minutes of Pastoral meetings - Leaders and House</li> <li>● Analysis of National Survey Health and Wellbeing results presented to pastoral networks, staff and Board</li> <li>● Refinements to PB4L, referral and Student Management systems as outlined in the <i>RHS Staff Handbook</i> and <i>RHS Pastoral Handbook</i></li> <li>● School Council plan for Wellbeing for students developed included Wellbeing Week in Week 6 Term 3 with activities for students and staff</li> </ul>		<ul style="list-style-type: none"> <li>● Convene Student Wellbeing group - staff, students, external agency - in conjunction with Student Council</li> <li>● Establish student wellbeing leadership roles overseen by Guidance</li> <li>● Well Being plan for the year developed by group</li> <li>● Guidance identifying students and then facilitating workshops for specific focus groups eg boys, anxiety</li> </ul>

	<ul style="list-style-type: none"> <li>• Staff and student representatives attended Wellbeing conferences</li> </ul>		
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## Leadership of Teaching and Learning

**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 student 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
- To grow staff confidence in developing cultural relations for responsive practice
- To create a responsive and culturally inclusive environment

Targets:

1. Rongohia Te Hau data has 60% of teachers showing a lot or full evidence of cultural relations for responsive pedagogy in their classroom  
*Not achieved. 38% identified*
2. Staff understand the Principles of Universal Design for Learning  
*Staff were introduced to Principles of UDL*
3. Term 4 analysis of PB4L Tier 2 observation data shows improvement in classroom practice and collaborative practice (The second round of observation data was not conducted. This was due to commitment to Year 8-9 transitions and development of wānanga.)

**Actions - What did we do?**

**Outcomes - what has happened?**

**Reason for variance - why did it happen?**

**Evaluation - where to next?**

Māori Success as Māori - Cultural Relations for Responsive Pedagogy (CR4RP)			
<p><b>Development of a Strategic PLD Plan 2020 - 2024</b> includes 2020 PLD Plan for further developing leadership of cultural relations for responsive pedagogy (CR4RP)</p>	<ul style="list-style-type: none"> <li>● PLD Plan 2020-2024 presented to the Board of Trustees Term 1 week 4</li> <li>● Ministry of Education centrally provided PLD progress report</li> <li>● Resources on staff PLD Google Classroom</li> </ul>	<p>Discontinuation of the PLD workshops due to lockdown - resumed again end of Term 2</p> <p>PLD delivery largely on-line in 2020, and very few “live” PLD opportunities regionally or nationally</p>	<p>Updating of PLD plan following COVID-19 interruptions in 2020, and to support identified PLD needs for 2021</p> <p>Refocus on Thinking skills packaged by Universal Design for Learning</p>
Universal Design for Learning			
<p><b>A variety of PLD programme delivery approaches</b> to meet the diverse and variable needs of Leaders and Teachers</p> <ul style="list-style-type: none"> <li>● Workshops for HoFs and SLT on further developing their understanding of how as leaders they can coach staff in CR4RP</li> <li>● Coaching and mentoring of Puketeraki Kāhui Ako Lead Teachers to develop their understanding of how as leaders they can coach staff in CR4RP</li> <li>● UDL principles, strategies and tools embedded within all PLD</li> </ul>	<ul style="list-style-type: none"> <li>● LSC analysis of Tier 2 PB4L observation data shows improvement over the year and informs next steps. <ul style="list-style-type: none"> <li>○ PLD session with all appraisers - culturally responsive pedagogy June 25/26</li> <li>○ Further workshop with all appraisers Sept 4th. Focus on the shadow coaching model to guide appraisal discussions</li> </ul> </li> <li>● Analysis of <i>Rongohia Te Hau</i> data presented to teaching staff, term 4 Whānui Hui, in the Term 4 BoT ARTE report</li> </ul>		<p>While some PLD focussed around UDL principles and specific Year 9 &amp; 10 Classroom Behaviour System (PB4L) and thinking tools these need to be a focus for 2021</p>

<p>opportunities to develop / strengthen teachers and leaders' inclusive practices</p> <ul style="list-style-type: none"> <li>• PLD to develop the capability of Year 9 and 10 teachers and Year 11-13 Technology Teachers to teach the Digital Curriculum</li> <li>• PLD for teachers to deliver Learning Advisory from 2021</li> </ul>	<ul style="list-style-type: none"> <li>• Digital Curriculum coordinator has completed PLD sessions, and presented staff and at Puketeraki Kāhui Ako Teacher only day</li> <li>• Term 3 Teacher only day, Wednesday PLD workshops and two days when senior had left on NCEA study leave</li> </ul>		
<b>Learning Support</b>			
<p>To work with the Puketeraki Kāhui Ako to develop an understanding of the role of the Learning Support Coordinators in developing the capabilities of teachers to be responsive to the varied and diverse needs of Learners</p>	<p>Ministry of Education Induction workshops and facilitated meetings</p> <p>Puketeraki Kāhui Ako Learning Support Coordinator Meeting Minutes</p>		<p>Continued evaluation of role / tasks with two foci</p> <ul style="list-style-type: none"> <li>• Embedding processes and support at Years 9-10</li> <li>• Engagement and achievement in the senior school</li> </ul>
<p>To develop the processes and systems to enable the Learning Support Coordinators to work effectively with Teachers to engage students and accelerate progress</p> <ul style="list-style-type: none"> <li>• Referral</li> <li>• Advice and Support</li> <li>• Reporting</li> </ul>	<p>Processes and systems written into school documentation - <i>RHS Staff Handbook</i> and Learner Support Faculty documentation</p> <p>Processes and Systems introduced to staff (week 7 term 2) and embedded into practice.</p>		<p>Continue with review of processes and structures in Learner Support, as per the recommendation in the Priority Learner Review</p>

<p>End of Year review informed by student voice, parent and whānau voice and staff feedback</p>	<ul style="list-style-type: none"> <li>● Findings and next steps presented to SLT</li> </ul>		<p>The '8 weeks in' survey of the 2021 Year 9 students and their parents to validate data and findings.</p>
<p>To identify and implement the recommendation in the Alternative Education review (completed Nov 2019)</p>	<ul style="list-style-type: none"> <li>● Review of curriculum to support development of 'taster programmes'</li> <li>● Identification of external resources - people, agencies....</li> <li>● Review of resource allocation</li> <li>● Reports to North Canterbury Alternative Education Consortium</li> <li>● Have completed a visit to another school, and looked at our daily/weekly programme structure</li> </ul>		<p>Continue with aligning structures and practices to improve the learning culture with a view to review implementation.</p>
<p>To further develop staff and students; strategies to follow/use in their everyday life to support their own wellbeing</p>	<ul style="list-style-type: none"> <li>● Contact made with schools employing best practice in this area</li> <li>● Teacher Workplace survey completed. Design Thinking process used to analyse these results</li> <li>● Identification of a "Wellness" survey for teachers and students (a repetitive model)</li> </ul>		<p>Final decision on which surveys to complete, ensuring that there is analysis followed by specific actions</p> <p>Wellbeing group formed</p> <p>WSL teacher with relevant focus area to support</p>

# Connected Curriculum

**Priority: To further develop the implementation of the Connected Curriculum to improve engagement and value-added in learning**

Focus:

- To make explicit the natural connections that exist between learning areas and that link learning areas to the values, principles, and key competencies.
- To further explore opportunities to communicate the intent of the Connected Curriculum.
- To further explore opportunities to embed connections to North Canterbury within the RHS Connected Curriculum.
- To ensure that the right assessment and reporting tools and practices underpin teaching and learning in our school.

**Strategic Aim: to develop a dynamic, relevant and responsive curriculum to create an engaging school for all students**

Annual Aim: To improve Learner engagement and accelerate progress through providing learner choice and agency.

Targets

1. Year 9 and 10 students working at or above expected curriculum levels - a snapshot of results.

## **Creative Arts**

**Year 9** % of students attained at or above curriculum level 4

CAH91 - Kapa Haka - % of students CL2 or above, Wiri and Takahi 62% (34), Volume / Facials / Actions 80% (33)

CAS91 - Sculpture - understanding in context 94% (58), Practical Knowledge 86% (59)

CAP91 - Painting - Drawing and painting 100% (85), Practical Knowledge 99% (141) Finished Art 100% (54)

CAX91 - Photo - understanding in context 95% (134), Practical Knowledge 92 % (105)

CAD91 - Drama - Improvise 91% (85 students), Short Scripts 88% (27 Students) Makeup 80% (30 students)

CAM91 - Music - Theory 100% (29), Solo 100 % (4)

CAM92 - Music - Chords 80% (25), Guitar Heros 33% (9), FAB 76% (13), Rock Band 66% (6)

**Year 10** % of students attained at or above curriculum level 5

CAD01 - Drama - Monologue 98% (82 students), Short Scripts 75% (29 students) devise/script 86% (23 students), Final Curtain 80% (26 students)  
 CAH01 - Kapa Haka - Tikanga 58% (12)  
 CAM01 - Music - Aural 67% (30), Solo 43% (30), composition 67% (28)  
 CAA01 - Painting - Practical skills Dry Media 85% (80), Practical skills wet media 86% (79). Ideas 88% (70).  
 CAX01 - Digital - Camera use 90%, Artist Study 91% Logo 55%, Photo Cube 100%, Record Design 95%,

**Business and Enterprise Faculty**

[Year 9 Business](#) 98% of students attained at or above curriculum level

[Year 9 Moneywise](#) 91% of students attained at or above curriculum level

[Year 10 Business](#) was our programme most affected by Lockdown - we had to change our programme significantly in the first half (ie we could not run a Market Day and hence our major themes of 'Marketing and Carry Out' were impacted. In the Lockdown assessment we saw 83-85% of students attaining at or above curriculum level. In the second half of the year 100% of students attained at or above curriculum level in Carry Out and 72% in Marketing Mix

**Mathematics**

Year 9 70% working at Level 4 and above

Year 10 45% working at Level 5 and above

**Science**

Year 9 77% working at 4P and above by end of Term 3

Year 10 59% working at 5P and above at end of Term 3

**English**

**Year 9:**

Beginning of year - 76.4 at or above curriculum level (Level 4) End of year - 87.6 at or above curriculum level (11.2% increase of students at or above Level 4)

The biggest shift at this year level was at Level 5 (above the expected level) - this level increased by 13.3% across the year.

Of the cohort, 35.4% shifted up one level, with 33.1% shifting up two levels.

**Year 10**

End of year - 41.5% of students at or above curriculum level (Level 5)

Of major concern is the fact that 53% of our Year 10 students were at Level 4 of the curriculum at the end of the year. 51.3% of students did shift at least one level from the beginning to the end of 2020, and 61.4% shifted one or level from the beginning of Year 9 to the end of Year 10

**Social Sciences**

Year 9 2020: At or Above NZ Curriculum Level (Level 4 and above) - 82.3 %

Year 10 2020: At or Above NZ Curriculum Level (Level 5 and above) - 53.4 %

[Analysis of dispositions.](#)

2. To accelerate Year 9 students who are below expected curriculum levels at entry Yr 9 to curriculum level 4A /5B *Achieved*

Year 9		
2020	T2	T4
English	27% below L4	16.7% below L4
Science	32% below L4	17.9% below L4
Maths	25% below L4	21.9% below L4
SOS	31% below L4	4.6% below L4

3. To accelerate Year 10 students who are below expected curriculum levels at start of Year 10 to curriculum level 5P *Achieved*  
Please note that the data below does use a variety of assessment types within subject areas.

Year 10		
2020	T2	T4
English	15% below L4	12.4% below L4
Science	8% below L4	1.3% below L4
Maths	15% below L4	2% below L4
SOS	8% below L4	6% below L4



Actions - <i>What did we do?</i>	Outcomes - <i>what happened?</i>	Reason for variance - why did it happen?	Evaluation - where to next?
<b>Connected Local Curriculum</b>			
<p>Further develop the RHS Connected Curriculum through:</p> <ul style="list-style-type: none"> <li>• Developing the next stage of Connected Curriculum model i.e. Connected and Selected subjects</li> <li>• Consulting with students, parents and whānau to answer the questions does RHS offer NCEA Level 1 from 2021? Does RHS offer connected courses at Level 1? Does RHS offer internals only at Level 1?</li> <li>• Review informing next steps in the development of semesterisation to enable differentiation and provide learner choice</li> <li>• Subject Selection documentation rewritten to including Vocational Pathways information</li> </ul>	<ul style="list-style-type: none"> <li>• Junior Curriculum Model for 2021 presented, discussed and staff feedback collated</li> <li>• Junior Curriculum model of Learning Advisory, Connected and Selected options developed for 2021</li> <li>• Course selection materials updated to reflect new changes and to include vocational pathways</li> <li>• Community consultation / feedback re Learning Advisory via fortnightly newsletters and questions in Term 4</li> <li>• Lead curriculum design team led by Kāhui Ako Within School Lead teacher developed templates for programme design</li> <li>• Year 13 Scholarship Learning Advisory established</li> </ul>	<p>Decision made to delay the consultation re NCEA level 1 due to both the impact of COVID-19 and also because of the consultation required to complete the Education Brief</p>	<p>Parent and whānau consultation on the latest iteration of Junior Curriculum</p> <p>All Learning Areas offering selected subjects - to be increased by 2022</p> <p>Level 1 Consultation Term 4 and Term 1 2021 - Consultation findings are used to plan next steps</p>

<ul style="list-style-type: none"> <li>• Providing further extension opportunities for gifted and talented students</li> </ul>			
<p>Further develop a local curriculum that is responsive to the needs, identities and aspirations of our learners and whānau by:</p> <ul style="list-style-type: none"> <li>• Audit of local curriculum <ul style="list-style-type: none"> <li>○ Current use of local resources / people</li> <li>○ Local Curriculum Toolkit</li> </ul> </li> <li>• Focus on local curriculum clarified and strengthened across all ako programmes and subject areas</li> </ul>	<ul style="list-style-type: none"> <li>• DP ic and some HoFs attended the Term 3 - Local Curriculum hui held 8/9/20</li> </ul>	Limited PLD opportunities and impact of COVID-19	Review of local curriculum content and analysis of findings to be used by HoFs to plan next steps - planning is written into Faculty and school-wide Curriculum documents and teaching and learning programmes
<p>To continue to review progress and embed the Digital Technologies Curriculum with a particular focus on Years 9-10</p>	<ul style="list-style-type: none"> <li>• Digital Curriculum coordinator continues to develop schoolwide approach to integration of DC</li> <li>• Lead team established</li> </ul>		
<b>Assessment and Reporting</b>			
<p>Review of how assessment information is used to inform teaching and learning</p> <ul style="list-style-type: none"> <li>• Stocktake of assessment tools</li> </ul>		Ongoing - COVID held up. In progress Term 4.	<p>Review of how assessment information is used to inform teaching and learning</p> <p>Review findings are used by HoFs to plan next steps - planning is</p>

<ul style="list-style-type: none"> <li>• Analysis of Teacher understanding of the progress and achievement of students across the curriculum to include an evaluation of effectiveness of moderation processes across all year levels</li> <li>• Analysis of how current practices is supporting Student Agency and Assessment Capability</li> <li>• Development of school-wide Assessment and reporting statement</li> </ul>			<p>written into Faculty and school-wide assessment programmes</p>
<p>Review of Reporting with a view to creating conditions where parents, whānau and students are active partners in learning</p> <ul style="list-style-type: none"> <li>• Surveying parents and whānau to find out what they want to share, when and how</li> <li>• Create and publish a visual timeline on information sharing about goals and progress for different year levels</li> </ul>		<p>COVID-19 and development of an Education Plan impacted on progress</p>	<p>Review of Reporting with a view to creating conditions where parents, whānau and students are active partners in learning</p> <ul style="list-style-type: none"> <li>• Review findings and feedback to staff</li> <li>• Review findings are used to plan next steps</li> </ul>

# Learning Opportunities

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

Focus:

- To develop relevant programmes of learning, not subjects
- To create coherence and context for learning
- 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 further develop the senior curriculum based on analysis of current programmes of learning, student outcomes and learning pathways

Targets:

1. To develop a coherent meaningful profile of learning dispositions (Year 9 - 13) - *Achieved*
2. To develop Learning Advisory Programme ready for implementation in 2021 - *Achieved*
3. To increase student participation in youth guarantee programmes by 10%
4. At least two new vocational programmes of learning identified and strategic plan for implementation in 2021 finalised. - *Achieved. Trades school planning completed ready for 2021*

Actions - <i>What did we do?</i>	Outcomes - what has happened	Reason for variance - why did it happen	Evaluation - where to next?
<b>Learning Dispositions</b>			
Dispositions and Year Level rubrics embedded into the RHS	<ul style="list-style-type: none"> <li>• Dispositions aligned with the Puketeraki Kāhui Ako Ahuatanga Whaiaro</li> </ul>		Dispositions and rubrics introduced students and their whānau

<p>Connected Curriculum Learning Programmes</p>	<ul style="list-style-type: none"> <li>● Rubric for each disposition drafted</li> <li>● Shared with the Management committee Puketeraki Kāhui Ako and RHS BoT</li> </ul>		<p>Developing the capabilities of students to self assess</p> <p>Shared with the Management committee (Puketeraki) the model/matrix of the wānanga programme</p>
<p>Teachers collaborate to establish learning contexts and pedagogy for implementation of the dispositions</p>	<ul style="list-style-type: none"> <li>● Faculties have developed rubrics linking dispositions to learning objectives</li> <li>● Agreement in which learning contexts school wide dispositions will be taught</li> </ul>	<p>This work is in progress of the 15 dispositions. Six have been dedicated to our traditional curriculum areas (learning areas) however we have acknowledged that the six dispositions can be developed outside these areas.</p>	<ul style="list-style-type: none"> <li>● PLD school wide focus on developing pedagogical practice and reporting of dispositions</li> </ul>
<p>Establish targets based on self-assessment and teacher assessment for student achievement based around the dispositions</p>	<ul style="list-style-type: none"> <li>● Rubric for assessing dispositions developed</li> </ul>		<ul style="list-style-type: none"> <li>● An agreed understanding of 'progress' and identify what is 'accelerated progress'</li> <li>● Moderation systems developed</li> <li>● KAMAR markbooks and report templates developed</li> <li>● Create a 'celebration model' to recognise accelerated progress and achievement of dispositions</li> </ul>

Learning Advisory			
Establish the curriculum for Years 9 -13 incorporating wellbeing, goal setting, PB4L, digital citizenship, vocational education, thinking tools, passion projects .....	<p>Presentation to HoFs and Pastoral Team for feedback 16 June 2020</p> <p>Staff Consultation 4 September</p> <p>Term one Year 9 - 13 Learning and Teaching Programme developed</p>		<ul style="list-style-type: none"> <li>Review each term to inform development of the programme for the rest of the year</li> <li>Ongoing Identification of and development / purchase of resources to support</li> </ul>
<p>Professional Learning and Development</p> <ul style="list-style-type: none"> <li>Identifying staff capabilities and needs</li> <li>Development and delivery of PLD programme for different year level form teachers</li> </ul>	<ul style="list-style-type: none"> <li>Feedback from Teachers on Learning Advisory PLD informed next iteration of PLD plan</li> <li>Workshops (2 days) for each year level in Term 4</li> </ul>		Developed an Action Plan for teacher PD for 2021
Regular communication to parents / whānau through newsletters on what Learning Advisory is, the curriculum and its importance	<p>Term 2 Newsletter 2020</p> <p>Term 3; Developed a google doc that the community and staff can place questions about LA; SLT responded every fortnight to Whānau and staff in the form of a newsletter</p>		Regular communication to parents / whānau through newsletters

Vocational Pathways			
<p>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</p>	<p>Report detailing analysis and recommendations presented to</p> <ul style="list-style-type: none"> <li>● Principal and SLT</li> <li>● Heads of Faculty</li> <li>● Board of Trustees ARTE Committee</li> </ul>	<p>This is ongoing work, the trades schools at RHS was and will be something that we will continue to develop; The challenge for us is to employ teachers with expertise in this area. However we will need to continue to develop with tertiary providers to help with this.</p>	<p>The resignation of Mike Jervis, was a major disruption to the development of our trades school. We have not been able to employ a teacher with the same skills as Mike. He was to be the teacher to lead the trades school in its first year, however, we have been able to create a trades program with the assistance of ARA (modified programme)</p>
<p>A range of specific models are identified that meet the diverse and variable needs of all students</p> <ul style="list-style-type: none"> <li>● Review STAR model</li> <li>● Review and apply for increased places <ul style="list-style-type: none"> <li>○ Gateway</li> <li>○ Trades Academies</li> </ul> </li> <li>● New programmes including a transition programme for ORS students</li> </ul>	<p>Exploration of models through</p> <ul style="list-style-type: none"> <li>● Visits to other schools / providers</li> <li>● Meetings with MoE, ITOs, community groups etc</li> <li>● Evaluation of research / best practice</li> <li>● STAR funding model reviewed</li> <li>● Application to the Tertiary Education Commission for more Gateway places. Awarded three extra places.</li> <li>● Transition programme for ORS students implemented.</li> </ul>		<p>Vocational Pathways embedded in Learning Advisory</p> <p>Sport School within School explored with a view to implementation in 2022</p> <p>Head of Careers has reviewed all our STAR Funding, she has made changes to how this funding is spent</p>

Youth Guarantees Programmes			
To increase student participation in youth guarantee programmes by 10%	We observed an increase of leavers heading to youth guarantees courses in ARA. Due to the possibility of high unemployment because of Covid many students who left in Y12 opted to enter youth guarantees courses.		Better tracking of students entering into these courses and also whether they completed the course

## Self Review

Priority: Building a culture of organisational renewal and transformation through rigorous reflection and self-review
<p>Focus:</p> <ul style="list-style-type: none"> <li>• Promotion of equity and excellence through identifying what works for students and why</li> <li>• To support teachers, middle and senior leaders to develop RHS as a continuously improving organisation i.e. using a distributed leadership approach to build capability and capacity through collaborative inquiry and knowledge building</li> <li>• To identify and address areas for improvement including prioritising resources based on information coming out of the evaluation processes</li> <li>• To meet accountability requirements</li> </ul>
Strategic Aim: Building the capability and collective capacity to do and use evaluation for continuous improvement
<p>Annual Aim: Developing a culture of evaluation and inquiry that involves scrutinising quantitative and qualitative data to identify strengths and weaknesses, discussing solutions openly and critically and improving the effectiveness of professional practice.</p>
<p>Targets:</p>



1. To strengthen student, teacher and parent / whānau voice in the review process measured by:
  - a. Student committees and community consultation informing development of learning opportunities models *Student, staff, parent and whānau surveys informing the development of online learning, Learning Advisory... Students and teachers working collaboratively developed learning advisory portfolios. Student, staff, parent and whānau consultation informing the development of the Education brief*
  - b. Students collaborating with staff as active participants in Kia Eke Panuku and PB4L committees and in Library Strategic review *Students on Kia Eke committee. Students involved in the Library Strategic Review.*
2. To strengthen the evaluative capability of middle and senior leaders - Shadow coaching PLD for Middle and Senior Leaders to develop culturally and responsive teachers. This occurred over three days via University of Waikato.
3. To use student, staff and community voice to inform the development of Learning Advisory Programmes *Student, staff, parent and whānau feedback informed the development of Learning Advisory. Students and teachers working collaboratively developed learning advisory portfolios.*

<b>Actions - What did we do?</b>	<b>Outcomes - what has happened?</b>	<b>Reason for variance - why did it happen?</b>	<b>Evaluation - where to next?</b>
To document RHS review practices to provide clarity re evaluative and self-review processes	<ul style="list-style-type: none"> <li>● RHS Review Report presented to the BoT Review Committee in Term 1 and Term 4 documenting review procedures, annual and emergent reviews</li> <li>● Voice is embedded in RHS Self Review processes.               <ul style="list-style-type: none"> <li>○ Student voice on school-wide committees - PB4L, Library Strategic planning workshop, Kia Eke Panuku</li> <li>○ Student Council</li> </ul> </li> </ul>	New Triennial Reviews on hold as a result of COVID (to staff wellbeing and workload)	<p>Triennial reviews to begin again in term 1 2021</p> <p>Re-establishment of Enriched Environment Committee</p> <p>NCEA Review - do we offer NCEA Level 1? Student, staff and community consultation term 1 2021</p>

	<ul style="list-style-type: none"> <li>○ Students actively involved in the development of prototypes for Learning Advisory</li> <li>● Assessment (including NCEA) community consultation timeline 2020-1 draft developed. NCEA review will determine the timeline. Agreed that consultation re Assessment and Reporting to be completed for presentation to BOT with planned next steps in term four</li> <li>● Progress against review recommendations monitored by SLT</li> </ul>		
<b>Continuous Improvement at Multiple Levels</b>			
<p>Using the MoE facilitated Student Achievement Function (SAF) Project to</p> <ul style="list-style-type: none"> <li>● Identify what data inform decision making</li> <li>● further develop the evaluative capability of Leaders to <b>use data to make sound decisions that accelerate progress and</b></li> </ul>	<ul style="list-style-type: none"> <li>● Composition of SAF Team reviewed. Identified term 2 - LSC to join team</li> <li>● SAF Project parameters written collaboratively with SAF Facilitator</li> <li>● SAF project <ul style="list-style-type: none"> <li>○ Informing development of Learning Advisory IEP templates development</li> </ul> </li> </ul>		<ul style="list-style-type: none"> <li>● Implementation and monitoring of IEPs for students identified through RHS Tracking system as 'at risk' of not achieving</li> </ul>

<p><i>ensure achievement of valuable outcomes for all learners?</i></p> <ul style="list-style-type: none"> <li>● refine the inquiry based approach at school and Faculty level</li> <li>● to drive sustainable changes</li> </ul>	<p>underway to be used by all staff across the school</p> <ul style="list-style-type: none"> <li>● System to identify those students at risk of not achieving NCEA reviewed by Principal and LSCs</li> </ul>		
<b>Collective Sense Making</b>			
<p>To introduce the <b>Design Framework</b> as a review tool building on the capabilities and capacity developed through Spirals of Inquiry work (2018-9) to develop leaders' capability to co-design with</p> <ul style="list-style-type: none"> <li>● Students</li> <li>● Teachers</li> <li>● Parents and whānau</li> </ul> <p>the next steps in the development of the RHS Connected Curriculum and staff capability to deliver</p>	<ul style="list-style-type: none"> <li>● PLD application made to MoE Central PLD Fund 13 March 2020. Approved</li> <li>● Student and Parent voice collected during week 2 &amp; 3 of Alert Level 4</li> <li>● Design framework used to gather, collate and analysis Student and staff voice on learnings from remote learning</li> <li>● Design Thinking workshops summary <ul style="list-style-type: none"> <li>○ Empathy mapping workshop 2/03, 14/05, 10/06</li> </ul> </li> <li>● Design Thinking prototypes presented to: <ul style="list-style-type: none"> <li>○ Principal 31/07</li> <li>○ Staff 4/09 (staff developed the next iteration)</li> </ul> </li> </ul>		<p>Design Framework used to inform the development of the next steps in design of</p> <ul style="list-style-type: none"> <li>● Learning Advisory</li> <li>● Wellbeing project</li> <li>● Connected Curriculum</li> </ul>

## Areas of Focus 2020

Focus Areas	Actions - <i>what happened?</i>	Evaluation - <i>Where to next?</i>
Finances	<ul style="list-style-type: none"> <li>● Implement new cloud based GL, AP and AR systems</li> <li>● Design and implement new cost centre reporting</li> <li>● Stocktake of fixed assets and create new fixed asset recording system</li> </ul>	<ul style="list-style-type: none"> <li>● GL system has performed well</li> <li>● Extension required to paperless accounts receivable capture and authorisation will improve budget control and efficiency</li> <li>● Long term asset management plan required to improve decision making procedures for capital expenditure and educational investment</li> </ul>
Governance	<ul style="list-style-type: none"> <li>● New Board Chair, Simon Green voted in</li> <li>● Board elections held 19 February 2020</li> <li>● Board Policies, Code of Conduct and delegations in place</li> </ul>	<ul style="list-style-type: none"> <li>● Using an audit of BoT capabilities to inform the co-option process</li> <li>● Development of 10 Year Asset Management Plan</li> <li>● Focus on professional development</li> <li>● Consultation on Branding</li> </ul>
Health and Safety	<ul style="list-style-type: none"> <li>● Review of evacuation processes</li> <li>● Review of EOTC documentation to ensure better communication with key personnel</li> <li>● Review of Police vetting process systems</li> <li>● Design of camera and access control improvements</li> </ul>	<ul style="list-style-type: none"> <li>● Implementation of improved security camera and access control systems to improve lockdown process</li> <li>● Refresh representative committee</li> </ul>
Personnel	<ul style="list-style-type: none"> <li>● Review of job descriptions progressing</li> <li>● Teacher Aide Pay Parity settlement implemented</li> </ul>	<ul style="list-style-type: none"> <li>● Three year cycle of job descriptions embedded</li> <li>● Audit of personnel procedures and processes</li> </ul>

<p>Property</p>	<ul style="list-style-type: none"> <li>● Completed review of 2017 5YA and design of 4 large projects (Underground services, fire alarm upgrade, window replacement, ILE upgrade)</li> <li>● Design of SIP projects</li> <li>● Completed full education brief to inform long term planning</li> </ul>	<ul style="list-style-type: none"> <li>● Implement 4 large projects</li> <li>● Review and commit next 2022 5YA</li> <li>● Implement SIP projects</li> <li>● Complete master plan review</li> </ul>
<p>Fixed assets and investments</p>	<ul style="list-style-type: none"> <li>● Two new vans complete</li> <li>● International office upgrade complete</li> <li>● Annual IT rollover complete</li> </ul>	<ul style="list-style-type: none"> <li>● Classroom upgrades in accordance with 5YA and 10YPP to be implemented</li> <li>● Long term asset replacement plan to be developed</li> <li>● Investment plan for uncommitted funds to be developed</li> </ul>
<p>Tagged Funding</p> <ul style="list-style-type: none"> <li>● KiwiSport Funding</li> </ul>	<ul style="list-style-type: none"> <li>● 39% of students are involved in sport</li> <li>● 12 students were selected in NZ or Cook Islands representative age group sports teams, 2 students gained a National Title</li> <li>● 668 students represented Rangiora High School in 32 codes</li> <li>● Coaches - 16 staff coaches, 10 Support Staff coaches and 42 volunteer coaches from the community - 11 student coaches</li> <li>● Other – 9 volunteer managers from the community and 38 student volunteer umpires were involved in sport in some way with an estimate of managers /drivers/coordinators</li> <li>● \$945 of additional uniforms were purchased from the Sport Budget. All</li> </ul>	

	<p>other uniform purchases were student or grant funded</p> <ul style="list-style-type: none"> <li>● House competitions continue to play an integral part in developing the school's culture. Year 9 -13 students are actively involved in these events</li> </ul>	
<ul style="list-style-type: none"> <li>● Year 11+ Funding</li> </ul>	<ul style="list-style-type: none"> <li>● 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</li> <li>● The outcomes resulting from the funding enabled <ul style="list-style-type: none"> <li>○ ongoing access to Reader/writer and SAC requirements</li> <li>○ day to day support in class</li> <li>○ positive academic achievement and engagement data</li> <li>○ Resourcing as always, barely provides the level of support required</li> </ul> </li> </ul>	

## Glossary of Terms

ART	Achievement, Retention and Transition
BoT	Board of Trustees
LSCs	Learning Support Coordinators
NCEA	National Certificate of Educational Achievement
ORS	Ongoing Resourcing Scheme
PB4L	Positive Behaviour for Learning
PLD	Professional Development and Learning
RHS	Rangiora High School
SAF	Student Achievement Function
SEG	Special Education Grant
TEFA	Targeted Funding for Educational Achievement
UDL	Universal Design for Learning