

2021 Analysis of Variance

1. Ākonga (learner) success

Priority: Kaiako (teachers) empower and support ākonga to experience success, gain achievement in qualifications and effectively transition to further learning through effective and innovative teaching practices.

Focus:

- Kaiako share a strong shared vision of accelerated ākonga progress and achievement, particularly for Māori ākonga, boys and Years 12 and 13
- Kaiako are proactive and skilled in early identification of 'at risk ākonga', goal setting and learning conversations
- Kaiako share a clear understanding of what each group of ākonga needs to achieve the next level in their learning, and how best to respond to their needs.

Strategic Aim: Academic measures show significant improvement in the number of ākonga achieving at or better than their peers nationally.

Annual Aim: To improve kaiako assessment for learning capabilities.

Targets:

1. Year 13 ākonga achieving NCEA Level 3 and University Entrance above national averages. Not achieved.
 - a. 2021 Level 3 achievement at RHS was 65.3% (national was 72.2%)
 - b. 2021 UE achievement at RHS was 45.9% (national was 52.5%)
2. Year 11-13 at or above decile 8-10 average for endorsements. Not achieved.

Total Achieving %	2021 National	2021 Decile 9	2021 Decile 9 Co-ed	2021 Rangiora Decile 9
Level 1 Excellence	21.2	30.3	27.2	11.3
Level 1 Merit	32.2	37.7	37.0	29.1
Level 2 Excellence	17.7	25.9	21.4	8.3
Level 2 Merit	24.2	30.4	28.6	23.2
Level 3 Excellence	17.9	24.4	20.3	9.5
Level 3 Merit	25.6	31.3	31.1	26.6

3. 85% of Year 9 ākonga working at Curriculum Level 4 or above. Two measures are used for Reading and Mathematics, e-asTTle and moderated classroom assessments.
 Reading - e-asTTle 82% at 4P and above
 Term 4 Writing - 71% of Yr 9 students were working at 4P or above
 Mathematics - e-asTTle 60% working at 4P and above
 Term 4 Mathematics - 87% of Yr 9 students were working at 4P or above
4. 85% of Year 10 ākonga working at Curriculum Level 5 or above.
 Reading - e-asTTle Year 10 level 5 and above 47% at Yr 10 and above (NB only 247/328 completed the Term 4 Reading e-asTTle.
 Term 4 Writing - 81% of Yr10 students who completed the final assessment were at 5P or above
 Mathematics e-asTTle 48% working at 5P and above (NB only 240/328 completed the Term 4 Mathematics e-asTTle)
 Term 4 Mathematics - 75% of Yr 10 working at 5P or above
5. 95% of Year 9-13 ākonga attend regularly (i.e. 90% attend regularly or more); 75% of Year 9-13 ākonga attend regularly (that is, 80%-90% of the time). Not Achieved.

Action Steps: What did we aim to do?	Outcomes: What happened?	Reason for Variance - why did it happen?	Evaluation - where to next?
Building Relationships			
Kaiako and wānanga kaiako build successful relationships by connecting and communicating with each and every ākonga and their whānau regarding their engagement, progress and achievement.	Tracking of student engagement, progress and achievement <ul style="list-style-type: none"> ● attendance (weekly) ● pastoral entries (through KAMAR notifications) ● achievement data (week 7 each term) 	Identification that monitoring systems need refinement to ensure closer monitoring of identified 'at risk' ākonga.	Development of tracking systems to ensure priority and 'at risk' learners are allocated a mentor in addition to their wānanga kaiako monitoring their achievement.
	Learning Conversations <ul style="list-style-type: none"> ● Wānanga kaiako worked with ākonga to develop their 		Focus on growing kaiako 'Assessment for Learning practice' to support ākonga to take greater

	<p>understanding of goal setting and to develop their critical and reflective skill to reflect on their own progress (dispositional and achievement)</p> <ul style="list-style-type: none"> ● Learning conversations; <ul style="list-style-type: none"> ○ Ākonga leading in term 1 ○ Kaiako growing ākonga ability to lead conversations at Student Achievement Information Days with whānau and kaiako 		ownership of their own learning and pathways.
Outcomes			
<p>Assessment and Reporting used to inform the development.</p>	<p>Dispositions</p> <ul style="list-style-type: none"> ● Each Learning Area developed a rubric that links dispositions to learning areas achievement objectives in junior school ● Developed rubrics to assess dispositions growth in wānanga ● Students self-assessing against the rubrics to evaluate progress in junior school ● Reporting using a dispositional focus in Terms 2-4. Wānanga reports co constructed by kaiako and ākonga 		<p>Prototyping other models for reporting</p> <ul style="list-style-type: none"> ● Engagement reports to whānau report on development of ākonga dispositional progress across all learning areas ● Analysis of engagement (dispositional) progress reported to the School Board in the termly ARTE report.

	<p>Attendance</p> <ul style="list-style-type: none"> ● Regular communication with ākonga, parents and whānau re attendance requirements ● Regular Analysis of attendance by <ul style="list-style-type: none"> ○ days of the week, weeks and events to determine patterns in addition to current analysis ○ year level, gender and ethnicity ● Newsletter attendance updates twice a term ● KAMAR alert sent to staff every period if attendance not marked in the first 10 minutes ● DP collate and send email to staff who have missed marking attendance daily and summary on Friday afternoon 	<p>RHS is a member of the Puketeraki Kāhui Ako Innovation Group focusing on improving attendance. Developed an agreed approach and protocols on how to approach attendance matters.</p>	<p>Develop protocol and checkpoint dates for wānanga kaiako to ensure regular check-ins with whānau.</p> <p>Fortnightly reporting of attendance statistics by Attendance officer to DP.</p> <p>Home contact in Week 4 2022 for any student under 90%.</p>
	<p>Retention</p> <ul style="list-style-type: none"> ● Māori and Pasifika Year 12 and 13 ākonga who are 'at risk' of not achieving NCEA Level 2 prior to leaving RHS identified. List updated terms 1-3 ● Pastoral teams maintained an '18 month NCEA' monitoring list. Lead person identified. Tracked in weekly pastoral meetings. Subject selection conversations to make appropriate course selection for 2022 		<p>Tracking of the 18 month NCEA students (with a check their course is still appropriate) at the beginning of the year.</p> <p>Checkpoints for all Houses beginning and end each term.</p>

	<ul style="list-style-type: none"> ● Careers interviews for Year 13 ākonga Term 1 & Term 2 		
	<p>Transition</p> <ul style="list-style-type: none"> ● Careers pathway programme delivered through Year 9-13 wānanga ● Worked collaboratively with Ministry of Social Development, Ministry of Education, Community College, North Canterbury Businesses and tertiary institutions to further develop the range of vocational pathways showcased at the North Canterbury Expo ● Explored partnerships with tertiary institutions to support ākonga transition to tertiary education <ul style="list-style-type: none"> ○ ARA to delivering STAR courses, Dual enrolment pathways and workshops for the Year 11 - 13 Trades Programme ○ Lincoln University tertiary transitions. PACE evening Year 13 ākonga and whānau ○ Discussions re RHS offering Diploma in Agriculture begun 	<p>Individual programmes established by each year level.</p> <p>78 businesses & tertiary institutions representing all vocational pathways attended the Careers Expo.</p> <p>Meeting with University of Canterbury Term 3 week 2 to discuss collaboration.</p>	<p>Coherency of programme planning Year 9 -13 to be addressed through Pathways coordinator joining Wānanga WSL teachers to plan units for 2022.</p>

2. Learning opportunities:

Priority: Ensuring a dynamic curriculum through the ongoing development of relevant, rich and responsive learning programmes that are inclusive and equitable with clear pathways to future learning, training and employment.

Focus:

- Leaders inspire a strong shared vision of accelerated ākonga progress and achievement through the development of the Connected Curriculum
- Kaiako engage and meet the needs of each and every ākonga, in particular Māori and Pasifika ākonga and boys, by creating a sense of belonging by
 - developing connectedness through the development of the local curriculum and cultural relations for responsive practice
 - applying universal design for learning principles and practices

Strategic Aim: Leaders and Kaiako' philosophy and practice places ākonga at the centre to realise the Rangiora High School Vision.

Annual Aims:

- To improve Māori ākonga engagement, retention and achievement
- To improve boys' engagement, retention and achievement
- To improve engagement of Years 9 - 10

Targets:

1. Year 11- 13 Māori ākonga achieving NCEA and University Entrance at or above the averages for their RHS peers
 - a. 2021 NCEA Level 1 (Māori = 55.3% / RHS Overall = 69.3%). Not achieved
 - b. 2021 NCEA Level 2 (Māori = 80.4% / RHS Overall = 79.4%). Achieved
 - c. 2021 NCEA Level 3 (Māori = 50.0% / RHS Overall = 65.3%). Not achieved
 - d. 2021 University Entrance (Māori = 42.3% / RHS Overall = 45.9%). Not achieved
2. 85% of Year 9 Māori ākonga working at Curriculum Level 4P or above. Two measures are used for Reading and Mathematics, e-asTTle and moderated classroom assessments.

Reading - e-asTTle 69% of Year 9 Māori ākonga working at Curriculum Level 4P or above
Mathematics - e-asTTle 27% working at 4P and above
Term 4 Mathematics - 80% of Yr 9 Māori ākonga were working at 4P or above
3. 85% of Year 10 Māori ākonga working at Curriculum Level 5P or above
Reading -18% of Year 10 Māori ākonga working at Curriculum Level 5P or above

Term 4 Writing - 81% of Yr10 students who completed the final assessment were at 5P or above
 Mathematics e-asTTle 22% of Year 10 Māori ākonga working at Curriculum Level 5P or above
 Term 4 Mathematics - 51% of Year 10 Māori ākonga working at Curriculum Level 5P or above
 NB - < 40 Māori ākonga sat the end of year easTTle.

95% of Year 9-13 Māori attended regularly (90-100% of the time). 40% of Yr 9-13 Māori ākonga attended regularly. Not achieved

4. 70% of staff are observed working above the midpoint descriptors on the Rongohia Te Hau culturally responsive pedagogy tool. **51% up from 38% 2020.**

5. Me and My Schools

I am comfortable talking to teachers about problems. (Above 60% across Year 9 and 10) **Achieved: 45%**

I often feel bored in class (Below 50% in both Year 9 and 10) **Not achieved: 76%**

Most mornings I look forward to going to school. (Above 50% in both Year 9 and 10) **Not achieved: 30%**

Action Steps	Actions - what did we do?	Reason for Variance - why did it happen?	Evaluation - where to next?
Curriculum development and Learning Programmes			
Developing and implementing innovative programmes based on effective programme design.	<p>Enriching Learning Opportunities across and within Learning Areas and wānanga - end Term 3</p> <p>The development of the new AKO programmes of learning identify where local curriculum and cultural connectedness are embedded into contexts being used.</p> <p>Examples of local curriculum implementation evident in a range of Senior Courses - Social Sciences, Food and Nutrition, Science, English and HPE</p>	Matauranga Māori PLD application approved in September. Provider available from November. Initial workshop help with Leaders of Learning.	<p>Review junior modules against same templates.</p> <p>Building knowledge and confidence of Leaders of Learning to lead PLD for kaiako regarding key aspects of Matauranga Māori.</p> <p>Local curriculum development in the senior school is tagged to the NCEA</p>

	<p>and some Technologies. Next steps are to document and share these contexts with the wider community - growing community awareness.</p> <p>Digital technologies coordinator worked with Junior AKO teams (English, Mathematics, Science and Social Studies).</p>		<p>change package, which has now been pushed back 12 months.</p> <p>Digital Coordinator to work with other learning areas.</p> <p>Review of Junior Modules.</p> <p>Review Connected Ako programmes.</p>
	<p>‘Module E’ courses</p> <ul style="list-style-type: none"> ● WLS Teacher led this student centred curriculum ● Ākonga surveyed re courses to be offered. These were matched with staff capabilities and interests. ● A range of programmes developed - high interest, immersion, project-based offered in the last five weeks of Term 4 (8 Nov - 10 Dec) ● Ākonga select learning programmes. 	<p>Student voice was used to develop the Module E courses.</p>	<p>Review of ‘Module E’ learning programmes by ākonga and kaiako informing further development of programmes for 2022.</p>
	<p>Enriching Coherence across Year 9–13 Wānanga</p> <ul style="list-style-type: none"> ● Ākonga and kaiako voice informed review of programme ● Review of Year 9-13 wānanga programme to ensure coherence of learning objectives and 		<p>Introduction and implementation of My Mahi to support goal setting, learning conversations and online programmes of learning.</p> <p>PLD Project Assessment for Learning to inform development.</p>

	dispositional development from Year 9 to Year 13.		Termly feedback from kaiako and ākonga.
Developing and leading innovative assessment practices integrated with teaching and learning.	<p>Developing a shared understanding of progress across the curriculum and year levels</p> <ul style="list-style-type: none"> • Learning Area rubrics introduced to ākonga • Kaiako worked with ākonga to develop their understanding of reflection informing next steps in learning • Ākonga reported to parents during Check and Connect days on their learning progress. <p>Principles of Assessment and Assessment Policy reviewed</p> <ul style="list-style-type: none"> • Difference between the different models of assessment - 'for', 'of' and 'as' assessment - explored and prototypes developed. 		Centrally funded PLD application to support middle leaders and kaiako to develop the pedagogical practice to support 'assessment for learning'.
	<p>Review informing development of assessment practice</p> <ul style="list-style-type: none"> • <i>Are Junior Moderation practices effective in Years 9-10 across learning areas?</i> <ul style="list-style-type: none"> ○ Faculties initial survey re moderation practices. ○ Faculty guidelines and evidence reviewed 		<p>Follow up review of Faculty documentation to be done - Term 1 2022.</p> <p>Monitoring of Junior Moderation through SLT oversight meetings with Leaders of Learning.</p>

	<ul style="list-style-type: none"> ● Should NCEA Level 1 be offered at Rangiora High School? <ul style="list-style-type: none"> ○ Analysis of MoE requirements ○ Research of practice across New Zealand ○ Development of briefing papers / presentation ○ Whānau and parent consultation ○ Student consultation ○ Kaiako consultation ○ Small team of Leads of Learning have developed a prototype ○ This was presented to Leaders of Learning in Week 8 of Term 4 for initial feedback. ● Reporting <ul style="list-style-type: none"> ○ Review MoE requirements ○ Research of practice across New Zealand. 	<p>Decision held off till 2023 to align with NCEA change package.</p> <p>Worked with PLD facilitator using the Design Framework.</p>	<p>Presentation to Staff / Students/ Community for final feedback.</p> <p>The next iteration of reporting using the Key Competencies that the Dispositions 'sit under' to be implemented in the Junior school 2022.</p>
Teaching Practice			
<p>Kaiako develop caring and inclusive learning communities where each and every ākonga feels that their contribution is valued and that they can participate to their full potential</p>	<ul style="list-style-type: none"> ● A variety of PLD programme delivery approaches to meet the diverse and variable needs of Leaders and staff <ul style="list-style-type: none"> ○ Development of a PLD programme for Leaders of Learning and SLT on further 	<p>Two staff sent on a Leadership Coaching course to assist with PGC coaching and mentoring.</p>	<p>The 2022 PLD plan will aim for a more cohesive approach - looking at a skill or skills that run across a variety of strands and could directly inform teacher practice.</p>

<p>through the effective use of UDL. In particular:</p> <ul style="list-style-type: none"> ● PB4L ● cultural responsive and relational pedagogy ● collaboratively-designed pedagogy ● thinking skills 	<p>developing their understanding of how as leaders they can coach staff to develop a wider range of pedagogical practice in particular culturally responsive and relational pedagogies</p> <ul style="list-style-type: none"> ○ Application of best practice pedagogical tools introduced through PLD workshops ○ UDL principles, strategies and tools embedded within PLD workshops to develop / strengthen kaiako's and leaders' and inclusive practices <ul style="list-style-type: none"> ● Rongohia Te Hau (ākonga, kaiako, whānau voice and lesson observations), Me and My schools (ākonga voice) and PB4L Tier two observation data analysis used to inform the ongoing development of PLD programme. 	<p>UDL PLD delivery by RTLB was put on hold mid year.</p> <p>The surveys show an improvement in the way teachers perceive their students, and teaching and learning, however this improvement is not reflected in student feedback.</p> <p>Me and My school data continues to show Year 9 and 10 groups largely static in how students view school, their classes and teachers.</p>	<p>The Rongohia Te Hau survey shows a positive shift in teacher perception and understanding, with more improvements identified (i.e. to inform PLD plan).</p> <p>Teacher Survey Practice to be used in 2022 instead of Me and My Schools Survey to explore teacher practice.</p>
<p>Through 'professional growth cycles', the use of a wide range of effective and innovative teaching strategies to effectively engage ākonga in their learning.</p>	<ul style="list-style-type: none"> ● Staff introduced to model of 'Professional Growth Cycles' ● Professional Growth Cycle PLD workshops introduce key concepts and next steps 	<p>An audit of PGC's shows that they are being completed well, although to varying levels of depth. The key question is around the process used to measure the progress in individual inquiries.</p>	<p>Review of how well understood and how well embedded Professional Growth Cycle are with a view to informing next steps in 2022.</p>

	<ul style="list-style-type: none"> Professional Growth Cycles embedded into Appraisal and PLD documentation Separate PLD sessions have been held with facilitators. 		<p>The power of the PGC model rests with facilitators, and work around coaching and leading these conversations will form part of the 2022 PLD plan.</p>
<p>The implementation of a learning culture</p> <ul style="list-style-type: none"> through the building of collaborative, trustful relationships in which ākonga believe that adults in the school care about them and their learning; and which empower people to think and do things differently, and develop a 'can do' attitude where anything is possible. 	<p>Building positive relationships and cultural connectedness</p> <p>Positive Behaviour for Learning (PB4L)</p> <ul style="list-style-type: none"> Check and connect concepts introduced to staff and ākonga Check and connect pedagogies introduced in classrooms <p>Cultural Connectedness</p> <ul style="list-style-type: none"> In conjunction with Puketeraki Kāhui Ako introduced Te Reo Implementation plans for ākonga, kairaki and whānau Clarified the kura's tikanga with a focus on classroom tikanga PLD workshops to provide support for kaiako to implement tikanga in their classrooms <p>Wellbeing</p> <ul style="list-style-type: none"> The lead team used the Design Thinking Framework to understand the specific needs of RHS staff and students and to 	<p>Check and connect principles, a key part of the Wānanga reporting cycle.</p> <p>It has been difficult finding an approved provider to support RHS to develop a strategic framework and plan. While the team has a plan on key aspects to deliver in 2022,</p>	<p>Pastoral points system prepared for implementation in 2022 with a view to ensuring consistency of expectations and support across the kura.</p> <p>Identify and connect with external provider.</p>

	<p>establish a long-term elective framework to support individual's ownership of their wellbeing</p> <ul style="list-style-type: none"> ○ Empathy conversations with 20 identified staff ○ Development of user stories ○ Development of Wellbeing Plan and tools ○ All staff completed PERMAH survey ○ Initial analysis of RHS Community Report. 	<p>support is needed around the organisational ("us") level. NZIWBR to assist with timeline planning in 2022 via PLD application-successful.</p>	<p>Finalise three year Wellbeing plan for RHS, linked in with AKO and Wānanga learning programmes.</p> <p>All staff and students completing PERMAH survey in Term 1.</p>
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Dispositions for living

Priority: Kaiako empowering and supporting ākonga to develop the dispositions essential to successfully navigate the changing world.

Focus:

- Through the development of Wānanga learning programmes kaiako share a strong shared vision of accelerated ākonga progress and achievement of all ākonga, particularly for Māori ākonga, Pasifika ākonga, boys and Year 13 ākonga.
- Leaders are proactive and skilled, in developing a clear understanding of what each group of ākonga needs in developing their disposition for living and developing a strategic approach to responding to those needs.
- Teachers are proactive and skilled in understanding and responding to the needs of each and every ākonga in their wānanga.

Strategic Aim: To implement a dispositional curriculum from Year 9 – 13 (Wānanga).

- Annual Aim: To continue to explore and implement effective practices to support the physical, mental and emotional wellbeing of all ākonga.

Action Steps	Actions - what did we do?	Reason for Variance - why did it happen?	Evaluation - where to next?
The gathering and use of information about the needs, wishes and aspirations of the parents, whānau and the wider community to support the development of a dispositional curriculum.	<ul style="list-style-type: none"> • Review has informed the development of the next iteration of the curriculum for Wānanga. • Each year level learning programme reviewed with a view to informing coherency from Year 9-13 for 2022 • A wānanga handbook has been compiled to guide staff in developing their understanding of the vision, 	Kaiako and Ākonga voice used to inform review and planning of the next iteration of the curriculum.	<p>Ākonga, kaiako and whānau voice to be embedded in annual review cycle.</p> <p>The tools for collecting whānau voice to be identified and implemented into the termly review cycle.</p>

	purpose and principles of Wānanga		
<p>The development and implementation of learning programmes that provide explicit learning opportunities for ākonga to develop dispositions and skills important to the development of learning</p> <ul style="list-style-type: none"> • Kaiako are confident in their ability to discuss dispositional progressions with ākonga in wānanga • Kaiako can confidently support ākonga to self-assess and reflect on their dispositional abilities • Kaiako can identify next steps for ākonga dispositional growth / progression. 	<ul style="list-style-type: none"> • Student self reflection on their disposition progress included in the termly reporting cycle. • The concept of Growth Mindset introduced and explored by Kaiako • Descriptors 'unpacked' by Kaiako with a view to developing a common understanding of dispositional progress across cohorts and year levels • Exemplars of dispositional units of work are being developed to grow ākonga and kaiako ability to discuss dispositional progress 		

Areas of Focus 2021

Focus Areas	Actions - <i>what happened?</i>	Evaluation - <i>Where to next?</i>
Finances	<ul style="list-style-type: none"> ● Implemented paperless cloud based invoice capture, approval and accounts payable process. ● Implemented paperless fixed assets recording system. ● Clean audit report; no management issues. 	<ul style="list-style-type: none"> ● Review and continue to improve cost centre reporting.
Governance	<ul style="list-style-type: none"> ● Completed full Governance review. 	<ul style="list-style-type: none"> ● Review Governance framework. ● Focus on professional development. ● Grow diversity of representation.
Health and Safety	<ul style="list-style-type: none"> ● Implemented security camera upgrade to provide real-time access to video feeds. ● Implemented new access control system to improve lockdown procedures. ● Completed evacuation drills as scheduled. ● Upgrade fire alarm system commenced, including addressing multiple false activation issues in one block. 	<ul style="list-style-type: none"> ● Complete ERO Self assessment and implement recommendations.
Personnel	<ul style="list-style-type: none"> ● Introduction of Professional Growth Cycles. ● Review of job descriptions progressing. ● Audit of Personnel processes. ● New Principal appointed. 	<ul style="list-style-type: none"> ● Review of Administration staff job descriptions.
Property	<ul style="list-style-type: none"> ● Completed major site services sewer and stormwater upgrade. 	<ul style="list-style-type: none"> ● Complete Fire Alarm Upgrade. ● Complete condition survey and agree

	<ul style="list-style-type: none"> Completed renovation of F Block - new collaborative learning spaces and upgraded learning support. Completed window replacement for weathertightness issues in two blocks. Worked with MOE and consultants on master plan. Not completed. Condition survey for next 5YA commenced. 	<p>priorities for next 5YA, in context of master plan.</p> <ul style="list-style-type: none"> Complete master plan and land use plan.
Fixed assets and investments	<ul style="list-style-type: none"> Completed annual fixed asset stocktake. Completed classroom maintenance and upgrades to plan. Fixed asset upgrades and replacements mostly completed according to plan - some planned upgrades put on hold pending property master plan review. Investment plan for uncommitted funds not completed. 	<ul style="list-style-type: none"> Implement the annual plan of upgrades and replacements. Complete investment plan in context of master plan and land use plan. Long term strategic IT plan to be developed.
<p>Tagged Funding</p> <ul style="list-style-type: none"> KiwiSport Funding 	<ul style="list-style-type: none"> 44% of students are involved in sport. 4 students were selected in NZ or Cook Islands representative age group sports teams. 6 students gained a National Title. 666 students represented Rangiora High School in 29 codes. Coaches - 14 staff coaches; 5 Support Staff coaches; 27 volunteer coaches from the community; and 13 student coaches. Other – 8 volunteer managers from the community and 11 student volunteer umpires 	

	<p>were involved in sport in some way with managers /drivers/coordinators.</p> <ul style="list-style-type: none"> • All uniform purchases were student or grant funded. • House competitions continue to play an integral part in developing the school's culture. Year 9 -13 students are actively involved in these events. 	
<ul style="list-style-type: none"> • Year 11+ Funding 	<ul style="list-style-type: none"> • The funding was used to offer a specialist Literacy course for Year 11 and Year 12 students who were at risk of failing to achieve NCEA Level 1 Literacy. • This class was well-resourced with two specialist literacy kaiāwhina who worked closely with the classroom teacher to deliver a programme of learning. • Resulting outcomes were that on average, students gained from 3-8 Literacy credits. 	<ul style="list-style-type: none"> • Students are increasingly benefitting from the use of technologies to support their literacy progressions and equipping and training all students to use digital resources such as Google Read/Write is becoming an increasing need.

Appendix

Glossary including Acronyms

AE	Alternative Education
Ako	Dynamic learning where the teacher is also learning from the student in a two-way process
ALOL	Assistant Leader of Learning
Ākonga	Learners
ASL	Across School Lead Kaiako
ARTE	Achievement, Retention, Transition, Engagement
Board	Rangiora High School Board
Building Learning Power	Developing the habits and attitudes of curious, confident and independent ākonga
BYOD	Bring your Own Devices (laptops, Chromebook)
Data Literacy	The ability to create and derive meaningful information and communicate data
ERO	Education Review Office
Growth Mindset	When ākonga believe they can get smarter; they understand that effort makes them stronger
HOH	Head of House
IC	In charge of
ILE	Innovative Learning Environments
ITO	Industry Trade Organisation
Kaiako	Teachers
Kāhui Ako	Community of Learning
Kete	Basket of knowledge
Kia Eke Panuku	A journey towards success that is both dynamic and continuous, building from one's current location to where one aspires to be in the future
LoL	Leaders of Learning

MMA	Middle Management Allowance
MoE	Ministry of Education
MU	Management Unit holders
ORS	Ongoing resourcing
PGC	Professional Growth Cycle
PLD	Professional Development and Learning
RHS	Rangiora High School
Rongohia Te Hau	Effective support for culturally responsive teaching
SLT	Strategic Leadership Team
Whānau	Family
WSL	Within School Lead Kaiako