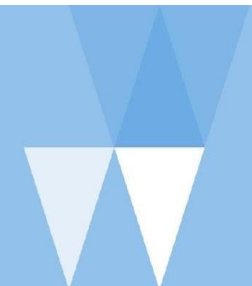


# Statement of Variance Reporting

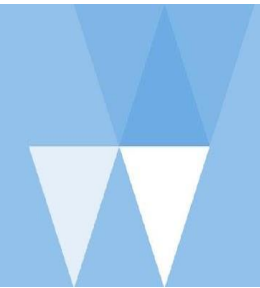


<b>School Name:</b>	Rangiora High School	<b>School Number:</b>	312	
<b>Strategic Aim:</b>	Growing a culture that values high achievement for all			
<b>Annual Aim:</b>	Improving NCEA Level 3 and UE results Improving NCEA Endorsements			
<b>Target:</b>	Increase in Level 3 Pass Rates and UE by 10% Increase in NCEA Endorsements			
<b>Baseline Data:</b>	Increase in Level 3 Pass Rates and UE by 10%			
	Level 3 Pass Rates		University Entrance	
	RHS	National	RHS	National
2018	65.8	66.1	48.5	48.8
2019	67.2	67.3	48.1	49.3
2020	69.0	72.1	52.6	53.4
2021	<b>65.6</b>	<b>70.5</b>	<b>46.9</b>	<b>51.9</b>
<b>2022 Goal</b>	<b>75.6</b>	<b>-</b>	<b>56.9</b>	<b>-</b>



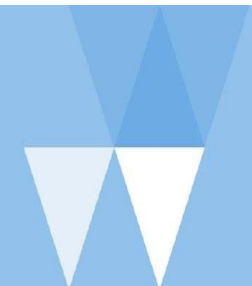
# Tātaritanga raraunga

	Increase in NCEA Endorsements		
	Level One	Level Two	Level Three
2018	56.7	36.1	43.9
2019	52.8	42.8	39.4
2020	48.5	34.1	41.8
2021	<b>40.7</b>	<b>31.2</b>	<b>36.1</b>
<b>2022 Goal</b>	<b>+40.7</b>	<b>+31.2</b>	<b>+36.1</b>



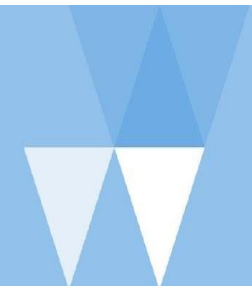
# Tātaritanga raraunga

Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>																												
<p>Actions for the year:</p> <p>Simplify and evaluate. Focus on our core task and evaluate the changes we have made to our school over the last 5-7 years</p> <ul style="list-style-type: none"> <li>• Ako</li> <li>• Wananga</li> <li>• Semesters</li> </ul>	<table border="1" data-bbox="450 592 1435 847"> <thead> <tr> <th></th> <th>Level 3 Pass Rate</th> <th>University Entrance</th> </tr> </thead> <tbody> <tr> <td>2022 Goal (+10%)</td> <td>75.6</td> <td>56.9</td> </tr> <tr> <td>2022 Actual</td> <td>74.4</td> <td>47.4</td> </tr> <tr> <td><b>Variance</b></td> <td><b>+8.8</b></td> <td><b>+0.5</b></td> </tr> </tbody> </table> <p>With the pass rate goal of an increase in 10% we came very close with an improvement of 8.8%.</p> <p>With the UE rate goal of an increase in 10% we were well off with an increase in 0.5% only.</p> <table border="1" data-bbox="450 1086 1435 1342"> <thead> <tr> <th>Endorsements</th> <th>Level One</th> <th>Level Two</th> <th>Level Three</th> </tr> </thead> <tbody> <tr> <td>2022 Goal (+ve)</td> <td>+40.7</td> <td>+31.2</td> <td>+36.1</td> </tr> <tr> <td>2022 Actual</td> <td>38.8</td> <td>32.7</td> <td>41.7</td> </tr> <tr> <td><b>Variance</b></td> <td><b>-0.9</b></td> <td><b>+1.5</b></td> <td><b>+4.6</b></td> </tr> </tbody> </table>		Level 3 Pass Rate	University Entrance	2022 Goal (+10%)	75.6	56.9	2022 Actual	74.4	47.4	<b>Variance</b>	<b>+8.8</b>	<b>+0.5</b>	Endorsements	Level One	Level Two	Level Three	2022 Goal (+ve)	+40.7	+31.2	+36.1	2022 Actual	38.8	32.7	41.7	<b>Variance</b>	<b>-0.9</b>	<b>+1.5</b>	<b>+4.6</b>	<p>Our school took a stance of not closing during COVID and truly focusing on student outcomes and teaching and learning in school not online. We believe this had a large impact on student performance, especially at Level 3 where staff contact and support is incredibly important.</p> <p>It is interesting that the only year level that does not do semesters had the highest endorsement rates.</p> <p>2 out of 3 improved.</p>	<p>We are evaluating a number of key structural changes for next year including:</p> <ul style="list-style-type: none"> <li>• Ako</li> <li>• Wananga</li> <li>• Semesters</li> <li>• Rakahuri (our MLE)</li> </ul> <p>Simplification of teaching and learning with a “know me guide me” focus</p> <p>Introduction of more robust tracking</p>
	Level 3 Pass Rate	University Entrance																													
2022 Goal (+10%)	75.6	56.9																													
2022 Actual	74.4	47.4																													
<b>Variance</b>	<b>+8.8</b>	<b>+0.5</b>																													
Endorsements	Level One	Level Two	Level Three																												
2022 Goal (+ve)	+40.7	+31.2	+36.1																												
2022 Actual	38.8	32.7	41.7																												
<b>Variance</b>	<b>-0.9</b>	<b>+1.5</b>	<b>+4.6</b>																												



# Tātaritanga raraunga

<b>Strategic Aim:</b>	Fostering an environment where all ākonga are engaged and experiencing success																																											
<b>Annual Aim:</b>	The engagement, achievement and retention of Māori students to Year 13																																											
<b>Target:</b>	Retention of Māori students Year 9-10; Year 10-11; Year 11-12 & Year 12-13 in 2021 Achievement of Māori students in 2021																																											
<b>Baseline Data:</b>	<table border="1"> <thead> <tr> <th colspan="5">Retention of Māori students 2021 (255) 2022 (270)</th> </tr> <tr> <th></th> <th>2021 (255)</th> <th>2022 (270)</th> <th>Change (15)</th> <th>Percentage Change (+6%)</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td>68 (Year 9)</td> <td>+11 from 2021</td> <td>+19%</td> </tr> <tr> <td>Year 9</td> <td>57</td> <td>54 (Year 10)</td> <td>Loss of 3 students</td> <td>-5%</td> </tr> <tr> <td>Year 10</td> <td>70</td> <td>65 (Year 11)</td> <td>Loss of 5 students</td> <td>-7%</td> </tr> <tr> <td>Year 11</td> <td>51</td> <td>43 (Year 12)</td> <td>Loss of 9 students</td> <td>-18%</td> </tr> <tr> <td>Year 12</td> <td>49</td> <td>40 (Year 13)</td> <td>Loss of 9 students</td> <td>-18%</td> </tr> <tr> <td>Year 13</td> <td>28</td> <td></td> <td>+12 from 2021</td> <td></td> </tr> </tbody> </table>				Retention of Māori students 2021 (255) 2022 (270)						2021 (255)	2022 (270)	Change (15)	Percentage Change (+6%)			68 (Year 9)	+11 from 2021	+19%	Year 9	57	54 (Year 10)	Loss of 3 students	-5%	Year 10	70	65 (Year 11)	Loss of 5 students	-7%	Year 11	51	43 (Year 12)	Loss of 9 students	-18%	Year 12	49	40 (Year 13)	Loss of 9 students	-18%	Year 13	28		+12 from 2021	
Retention of Māori students 2021 (255) 2022 (270)																																												
	2021 (255)	2022 (270)	Change (15)	Percentage Change (+6%)																																								
		68 (Year 9)	+11 from 2021	+19%																																								
Year 9	57	54 (Year 10)	Loss of 3 students	-5%																																								
Year 10	70	65 (Year 11)	Loss of 5 students	-7%																																								
Year 11	51	43 (Year 12)	Loss of 9 students	-18%																																								
Year 12	49	40 (Year 13)	Loss of 9 students	-18%																																								
Year 13	28		+12 from 2021																																									



# Tātaritanga raraunga

<b>2021 Achievement of Māori students percentage (RHS stat)</b>				
	Level 1	Level 2	Level 3	UE Lit
Year 11 (51 students)	54 (70)			
Year 12 (49 students)		80 (80)		
Year 13 (28 students)			50 (66)	42 (47)



# Tātaritanga raraunga

<b>Actions</b> <i>What did we do?</i>	<b>Outcomes</b> <i>What happened?</i>	<b>Reasons for the variance</b> <i>Why did it happen?</i>	<b>Evaluation</b> <i>Where to next?</i>																																								
<p>Actions for the year: Reconnect the whanau hui that connects our school with our families.</p> <p>Hire of new Te Reo teacher to engage the students in language</p> <p>Plan to build a new whare where teaching and learning can take place in a Māori context.</p>	<table border="1"> <thead> <tr> <th colspan="5">Retention of Māori students 2022 (270) 2023 (241)</th> </tr> <tr> <th></th> <th>2022 (270)</th> <th>2023 (241)</th> <th>Change (-29)</th> <th>Percentage Change (-11%)</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td>52 (Year 9)</td> <td>-16 from 2022</td> <td>-24% (+19)</td> </tr> <tr> <td>Year 9</td> <td>68</td> <td>65 (Year 10)</td> <td>Loss of 3 students</td> <td>-4% (-5)</td> </tr> <tr> <td>Year 10</td> <td>54</td> <td>49 (Year 11)</td> <td>Loss of 5 students</td> <td>-9% (-7)</td> </tr> <tr> <td>Year 11</td> <td>65</td> <td>51 (Year 12)</td> <td>Loss of 14 students</td> <td>-21% (-18)</td> </tr> <tr> <td>Year 12</td> <td>43</td> <td>24 (Year 13)</td> <td>Loss of 19 students</td> <td>-44% (-18)</td> </tr> <tr> <td>Year 13</td> <td>40</td> <td></td> <td>-16 from 2022</td> <td></td> </tr> </tbody> </table>	Retention of Māori students 2022 (270) 2023 (241)						2022 (270)	2023 (241)	Change (-29)	Percentage Change (-11%)			52 (Year 9)	-16 from 2022	-24% (+19)	Year 9	68	65 (Year 10)	Loss of 3 students	-4% (-5)	Year 10	54	49 (Year 11)	Loss of 5 students	-9% (-7)	Year 11	65	51 (Year 12)	Loss of 14 students	-21% (-18)	Year 12	43	24 (Year 13)	Loss of 19 students	-44% (-18)	Year 13	40		-16 from 2022		<p>This shows quite a change and how each year 9 cohort can dramatically either reduce or increase our numbers for the rest of the school.</p> <p>We lost the new teacher to overseas once the border opened.</p> <p>Hui was slow and inconsistent</p> <p>Planning for the whare was completed.</p> <p>Job opportunities dramatically increased our leavers.</p>	<p>Build whare.</p> <p>Hire new teacher and grow Māori teachers so that we can support them when others come to hire them.</p> <p>Re-energise the hui once again.</p> <p>Spend far more time tracking and mentoring our Māori and Pasifika students.</p>
Retention of Māori students 2022 (270) 2023 (241)																																											
	2022 (270)	2023 (241)	Change (-29)	Percentage Change (-11%)																																							
		52 (Year 9)	-16 from 2022	-24% (+19)																																							
Year 9	68	65 (Year 10)	Loss of 3 students	-4% (-5)																																							
Year 10	54	49 (Year 11)	Loss of 5 students	-9% (-7)																																							
Year 11	65	51 (Year 12)	Loss of 14 students	-21% (-18)																																							
Year 12	43	24 (Year 13)	Loss of 19 students	-44% (-18)																																							
Year 13	40		-16 from 2022																																								

# Tātaritanga raraunga

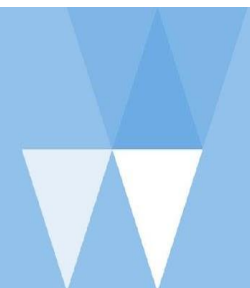
2022 Achievement of Māori students (RHS Stat)					Change
	L1	L2	L3	UE Lit	Māori
Yr 11 (65 students)	62 (72)				+8
Yr 12 (43 students)		69 (74)			-11
Yr 13 (40 students)			73 (75)	55 (52)	+23

We made excellent improvements in Year 11 (+8) and 13 (+23) and we are really closing the gap between the RHS cohort and our Māori cohort which is great to see.

I think we are too reliant on the cohort and next year we will test our tracking and mentoring to see if we can sustain improvement.

Focus on the tracking and mentoring.

Continue to shift from cultural capacity of our staff to cultural pedagogy in action.

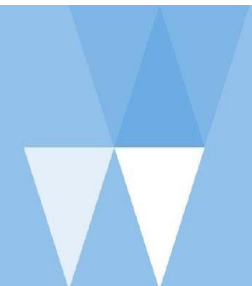


# Tātaritanga raraunga

<b>Strategic Aim:</b>	A coherent common approach to curriculum delivery
<b>Annual Aim:</b>	Year 9 and 10 who need to have their learning accelerated
<b>Target:</b>	Increase in Literacy and Numeracy for Year 9 and 10's
<b>Baseline Data:</b>	<b>THIS TARGET WAS STOPPED WHEN THE NEW PRINCIPAL ARRIVED AT THE START OF TERM 2 DUE TO A FOCUS ON OTHER KEY AREAS.</b>

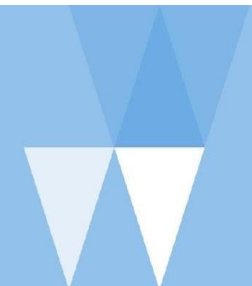
<b>Actions</b> <i>What did we do?</i>	<b>Outcomes</b> <i>What happened?</i>	<b>Reasons for the variance</b> <i>Why did it happen?</i>	<b>Evaluation</b> <i>Where to next?</i>
Actions for the year:			





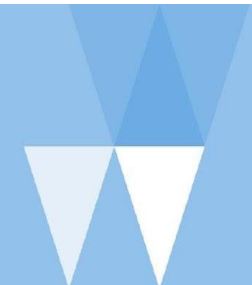
# Tātaritanga raraunga

<b>Strategic Aim:</b>	Fostering an environment where all ākonga are engaged and experiencing success												
<b>Annual Aim:</b>	The retention of ākonga throughout Year 13												
<b>Target:</b>	Retention of Year 13 students based on February 2021 roll numbers and December 2021 roll numbers.												
<b>Baseline Data:</b>	<table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th colspan="3">Retention of Year 13 in 2021</th> </tr> <tr> <th></th> <th>Students attending</th> <th>% Change</th> </tr> </thead> <tbody> <tr> <td><b>February 2021</b></td> <td>264</td> <td>–</td> </tr> <tr> <td><b>December 2021</b></td> <td>210</td> <td>-20%</td> </tr> </tbody> </table>	Retention of Year 13 in 2021				Students attending	% Change	<b>February 2021</b>	264	–	<b>December 2021</b>	210	-20%
Retention of Year 13 in 2021													
	Students attending	% Change											
<b>February 2021</b>	264	–											
<b>December 2021</b>	210	-20%											



## Tātaritanga raraunga

Destination	% students
Another school	2%
Higher Education	40%
Employment	20%
Other	1%
Unknown	37%



# Tātaritanga raraunga

<b>Actions</b> <i>What did we do?</i>	<b>Outcomes</b> <i>What happened?</i>	<b>Reasons for the variance</b> <i>Why did it happen?</i>	<b>Evaluation</b> <i>Where to next?</i>																								
<p>Focus on students signing out to make sure that they complete the form correctly as to their next destination.</p> <p>Improve the careers model to enable seeing more students more regularly.</p> <p>Creation of an exit survey for all leavers during the year to work out their connection to the school.</p> <p>Evaluate the connection between destination of leaver and involvement in school outside the classroom.</p>	<table border="1" data-bbox="510 576 1117 868"> <thead> <tr> <th colspan="3">Retention of Year 13 in 2022</th> </tr> <tr> <th></th> <th>Students attending</th> <th>% Change</th> </tr> </thead> <tbody> <tr> <td><b>February 2022</b></td> <td>257</td> <td></td> </tr> <tr> <td><b>December 2022</b></td> <td>207</td> <td>-19% (-20)</td> </tr> </tbody> </table> <table border="1" data-bbox="510 935 1328 1321"> <thead> <tr> <th>Destination</th> <th>% students</th> </tr> </thead> <tbody> <tr> <td>Another school</td> <td>2% (2%)</td> </tr> <tr> <td>Course</td> <td>36% (40%)</td> </tr> <tr> <td>Employment</td> <td>20% (20%)</td> </tr> <tr> <td>Other</td> <td>4% (1%)</td> </tr> <tr> <td>Unknown</td> <td>38% (37%)</td> </tr> </tbody> </table>	Retention of Year 13 in 2022				Students attending	% Change	<b>February 2022</b>	257		<b>December 2022</b>	207	-19% (-20)	Destination	% students	Another school	2% (2%)	Course	36% (40%)	Employment	20% (20%)	Other	4% (1%)	Unknown	38% (37%)	<p>Not a great deal of change over the year from 2021 to 2022 for retention. We had thought that there would be more students entering employment due to the job market, yet this was not the case.</p> <p>Still too many students 38% in the unknown category.</p> <p>A couple of these strategies took a backfoot due to having to spend on staffing.</p>	<p>We do not have a problem with a 20% loss of Year 13 students over the year so long as they are heading into something that supports their next journey in life. We need to focus on the following next steps if the Board see value in it:</p> <ol style="list-style-type: none"> <li>1. 38% unknown is unacceptable. Relying on school to find this out has not worked. We need to employ someone who can make these calls 2-3 month after leaving</li> <li>2. Find out what the students are leaving with...level 1/2/3/UE</li> <li>3. What does employment look like and why. Ie working on a farm or fast food restaurant.</li> </ol>
Retention of Year 13 in 2022																											
	Students attending	% Change																									
<b>February 2022</b>	257																										
<b>December 2022</b>	207	-19% (-20)																									
Destination	% students																										
Another school	2% (2%)																										
Course	36% (40%)																										
Employment	20% (20%)																										
Other	4% (1%)																										
Unknown	38% (37%)																										

# Tātaritanga raraunga

