

Analysis of Variance 2021



School Name:	RUAPEHU COLLEGE	School Number:	0183
Strategic Aim:	To raise and maintain engagement, learning and achievement of all students.		
NELP Link:	<p><u>Learners at the centre</u></p> <ul style="list-style-type: none"> Learners with their whanau are at the centre of education. Ensure places of learning are safe for all learners. Have high aspirations for every learner. <p><u>Future of learning and work</u></p> <ul style="list-style-type: none"> Learning that is relevant to the lives of New Zealanders today and throughout their lives. Collaborate with industries and employees to ensure learners have the necessary knowledge to succeed. 		
Annual Aim:	<ul style="list-style-type: none"> To raise the active engagement, learning and achievement of all our students. To continue to review and evaluate the content of our curriculum subjects. 		
Target:	<ul style="list-style-type: none"> To maintain and increase the percentage of students achieving NCEA Levels 1-3, ensuring equity across priority groups of learners To maintain the percentage of students achieving Level 1 literacy and numeracy, focusing on early identification of those at risk Monitor and report the progress of Māori, Pasifika, and Special Needs priority learners (and strategies) to the Board To investigate and set appropriate NCEA Subject Endorsement targets for 2021 To maintain the literacy pass rate at NCEA Level 1 to 100% for both Māori and non-Māori (roll based) and attending school To maintain the numeracy pass rate at NCEA Level 1 to 100% Māori and non-Māori (roll based) and attending school To continue to raise the overall NCEA Level 1 pass rate to 85% or better for both Māori and non-Māori Year 13 students who have not yet achieved NCEA Level 2 will have achieved NCEA Level 2 by the end of 2021 To maintain the percentage of students achieving NCEA Level 2 to 85% roll based The Year 13 students who have not yet achieved NCEA Level 1 will have achieved NCEA Level 1 by the end of 2021 Identify students in Year 12 require significant learning support and will achieve at least one NCEA Level 1 assessment by the end of 2021 The Year 11 students at risk of not achieving NCEA Level 1 will have achieved NCEA Level 1 by the end of 2021 		

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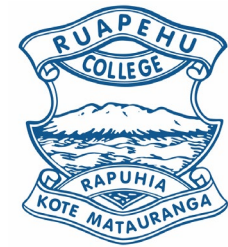


Baseline Data:

NCEA Results 2021

Level	Ruapehu College %	National Rate %	Decile 2 &
Level 1	75.0	69.2	58.7
Level 2	77.0	77.9	68.4
Level 3	71.4	70.5	62.5
L3 UE	43.0	51.9	28.7
L1 LIT	86.4	83.6	76.9
L1 NUM	97.7	82.4	74.3

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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>At risk students identified in numeracy and literacy. Interventions and supports put in place to ensure students achieve their 10 literacy and 10 numeracy credits.</p> <p>Supported L3 Learners to ensure they had completed level 2 and 1</p> <p>Identify students at risk and put actions in place alternative programmes extra support etc.</p> <p>Target Māori boys who were at risk and were offered a number an alternative programme fencing/ outdoor work, try to re-engage these learners on a Friday when their attendance was lowest.</p> <p>Student progress monitored by SLT, reported to staff and board at board meetings.</p>	<p>Level 1 Literacy: 86.4% Level 1 Numeracy: 97.1% Higher pass rate than National and Decile averages in literacy and numeracy</p> <p>100% Yr13 achieved L2</p> <p>L2 pass rate dropped to 77% same as national average 10% higher than decile 2 average.</p> <p>Several of the boys enjoyed the programme and attended well but this did not translate to engagement in the classroom. Attendance of some boys did not improve despite being collected etc.</p> <p>Progress was reported to staff regularly and at-risk learners were identified early in the year. Reporting to the board occurred via the principal's report at various times throughout the year.</p>	<p>Covid, lockdown disrupted academic year.</p> <p>A single student who did not achieve L1 numeracy dropped rate by 2.9%</p> <p>Lower than previous years due to absences in 2020, 2021 leading to gaps in learning. Also, large number of students needing to work to support families etc as a result of covid, students left school sooner than would have in previous years.</p> <p>Some boys did not want to attend school and were out working with family (picking) family situations meant that this was needed. Some boys want money now cannot see value in waiting to improve education/learning potential.</p> <p>At times reporting to the board was not as detailed as it could be due to other issues pertaining to covid taking precedence.</p>	<p>Same target, same early intervention</p> <p>Continue to identify students who require support to succeed to ensure they achieve NCEA Level 1 Targeting students with interventions, and alternative</p> <p>Look at other programme options for at risk Māori Boys, could this programme work better for them</p> <p>Continue to report to the board around student achievement.</p>
<p>Planning for next year:</p>			
<ul style="list-style-type: none"> • NCEA pass rates in Levels 1 & 2 are at above national pass rates • Raise NCEA pass rates by 5% for Level 3 • Continue to accelerate the literacy progress of students, especially juniors 			

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Strategic Aim:	To raise and maintain engagement, learning and achievement of all students.
NELP Link:	<p><u>Barrier free access</u></p> <ul style="list-style-type: none"> • Great education opportunities and outcomes are within reach for every learner • Reduce barriers to education for all learners • Ensure every learner gain sound foundation skills, including language, literacy and numeracy
Annual Aim:	<ul style="list-style-type: none"> • To improve the literacy and numeracy levels in the Year 9 and 10 cohort. • Kāhui ako achievement challenge, to focus on literacy common assessments across all educational environments,
Target:	<ul style="list-style-type: none"> • To improve the delivery and monitoring of literacy in the junior school in preparation for the new literacy standards implemented in 2024. • To investigate a literacy and numeracy assessment tool that will provide 3 year projections. • To maintain the percentage of students achieving Level 1 literacy and numeracy, focusing on early identification of those at risk • Monitor and report the progress of Māori, Pasifika, and Special Needs priority learners (and strategies) to the Board • To maintain the literacy pass rate at NCEA Level 1 to 100% for both Māori and non-Māori (roll based) and attending school • To maintain the numeracy pass rate at NCEA Level 1 to 100% Māori and non-Māori (roll based) and attending school
Baseline Data:	<ul style="list-style-type: none"> • Junior Analysis of Variance [click link below] <p>https://drive.google.com/file/d/1OExa0oe4-cJZPMAUfLq2SN2yIR55xMNS/view?usp=sharing</p> <ul style="list-style-type: none"> • Quantitative and qualitative data provided by the preceding schools • Literacy and numeracy start of the year assessments

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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>At risk students identified in numeracy and literacy. Interventions and supports put in place to ensure students achieve their 10 literacy and 10 numeracy credits.</p> <p>Identify students at risk and put actions in place alternative programmes extra support etc.</p> <p>Student progress monitored by SLT, reported to staff and board at board meetings.</p>	<p>Level 1 Literacy: 86.4% Level 1 Numeracy: 97.1% Higher pass rate than National and Decile averages in literacy and numeracy</p> <p>Progress was reported to staff regularly and at-risk learners were identified early in the year. Reporting to the board occurred via the principal's report at various times throughout the year.</p>	<p>Covid, lockdown disrupted academic year.</p> <p>A single student who did not achieve L1 numeracy dropped rate by 2.9%</p> <p>Lower than previous years due to absences in 2020, 2021 leading to gaps in learning. Also, large number of students needing to work to support families etc because of covid, students left school sooner than would have in previous years.</p> <p>At times reporting to the board was not as detailed as it could be due to other issues pertaining to covid taking precedence.</p>	<p>Same target, same early intervention</p> <p>Implement literacy and numeracy focused lessons at Year 9 and 10.</p> <p>Continue to identify students who require support to succeed to ensure they achieve the literacy and numeracy standard required for NCEA Level 1</p> <p>Continue to report to the board around student literacy and numeracy</p>
<p>Planning for next year:</p>			
<ul style="list-style-type: none"> • NCEA pass rates in Levels 1 & 2 are at above national pass rates • Raise NCEA pass rates by 5% for Level 3 • Continue to accelerate the literacy progress of students, especially juniors 			

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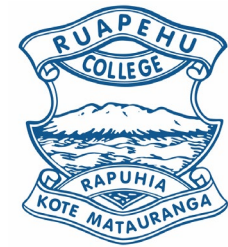
Strategic Aim:	To continue to develop the capacity and capability of the teaching staff through professional development.
NELP Link:	<p><u>Quality teaching and leadership</u></p> <ul style="list-style-type: none"> • Quality teaching and leadership makes the leadership for learners and their whānau. • Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning. • Develop staff to strengthen teaching, leadership, and learner support capability.
Annual Aim:	To further develop the capacity and the capability of the teaching staff.
Target:	<ul style="list-style-type: none"> • A professional development plan that is purposeful and aligned with our goals and the Professional Growth Cycle. • The PD plan to incorporate Te Ao Māori that aims to improve staffs' understanding of Te Reo Māori me ōna tikanga. Mātauranga Māori • Senior leadership team to work with an appraisal experienced external provider with a focus on developing leadership. • Localise learning to include our environment and local stories. • Develop the faculty leaders' capability to drive the evaluation process. • Provide staff PD and teacher-only days. • Staff have completed the professional growth cycle plan and meet the standards for the teaching profession.
Baseline Data:	<ul style="list-style-type: none"> • Staffs' self-evaluations of the impact teaching strategies. • The professional learning groups' reflection and feedback on the 'Standards for the Teaching Profession'.

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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>
<ul style="list-style-type: none"> Continue to improve the quality of teaching and learning Embed PLGs and an effective PLD programme Implement an effective and robust professional growth cycle process that includes cultural competencies Strategically plan for the use of ICT in classrooms BOT training continues to contribute to improve governance Board policy framework guides, Board work and revised procedures support policy College Charter and Strategic Plan reviewed 	<p>Covid disruption shifted the focus to managing teaching and learning in a Covid environment.</p>	<p>Schools following the directive of the MOE and MOH.</p>	<p>Continue to embed the actions that were identified in the charter for 2021</p> <ul style="list-style-type: none"> Continue to improve the quality of teaching and learning Implement an effective and robust professional growth cycle process that includes cultural competencies Implement professional learning groups as a strategic part of the professional development plan Continue to improve the use of ICT in classrooms BOT training continues to contribute to improve governance Board policy framework guides, Board work and revised procedures support policy College Charter and Strategic Plan reviewed
<p>Planning for next year:</p>			
<ul style="list-style-type: none"> College Charter/Strategic Plan is reviewed 			

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Strategic Aim:	To strengthen the positive culture and communication through active relationships with whānau, iwi and the wider community. To enhance our physical school environment reflecting our significant place in the community.
NELP Link:	<u>Learners at the centre</u> <ul style="list-style-type: none"> • Learners with their whanau are at the centre of education. • Ensure places of learning are safe for all learners. • Have high aspirations for every learner.
Annual Aim:	<ul style="list-style-type: none"> • To improve communication to ensure information is delivered clearly and in a timely manner • To continue the holistic focus on the wellbeing and cultural connectedness of students as important aspects of the learner. • Kāhui ako achievement challenge, to improve whānau and iwi engagement.
Target:	<ul style="list-style-type: none"> • To strengthen communication with staff, whānau, iwi and the wider school community with the aim that information is delivered clearly and in a timely manner. • Continue to support initiatives that encourage positive wellbeing and a sense of cultural connectedness to people and place.
Baseline Data:	<ul style="list-style-type: none"> • Board members feedback • Anecdotal community feedback • Student feedback • Staff feedback • Surveys conducted in the last 3 years.

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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>Review of learning support, guidance and mentoring, counselling and the pastoral structures in light of the perceived pressures due to Covid.</p>	<p>Outside support sought via the Urgent Response Fund.</p>		<p>Use information to help improve the school culture, communication and relationships with whānau, iwi and the wider community.</p>
<p>Planning for next year:</p>			
<p>Further MOE funding to re-engage students – who could be seen as “disengaged” based on attendance, achievement outcomes and pastoral entries</p>			