

STATEMENT OF VARIANCE 2024

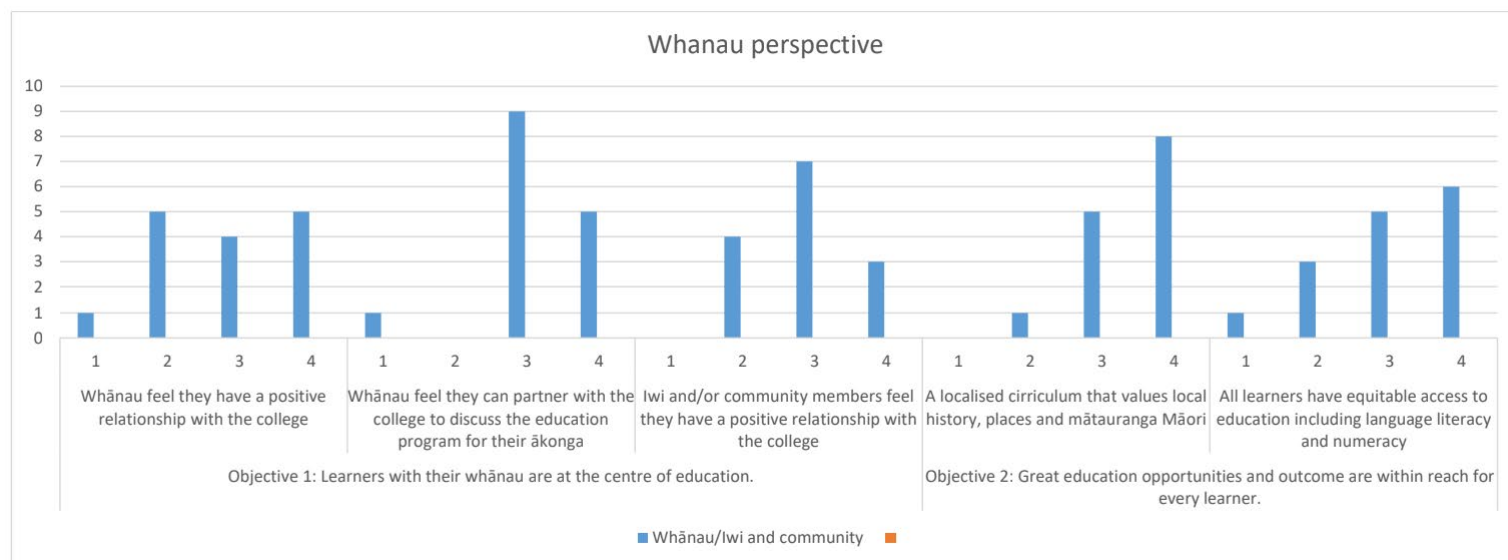
SUBMITTED MARCH 2025



School Name:	RUAPEHU COLLEGE	School Number:	0183
Strategic Aim:	We grow, foster and maintain relationships and communication with whānau, families and the Waimarino community whereby they feel part of the college activities, education programs and events.		
Education Link:	- Learners with their whānau are at the centre of education (NELP 1). - Foundation curriculum policy statements.		
Annual Aim:	- We continually seek to improve our processes for a better relationship with whānau, iwi and community. - We have high aspirations for every learner and support these by partnering with their whānau as a valued contributor to the education pathway of their child. - We develop staff to strengthen their teaching, leadership and learner support capability. - We continually seek strategies to strengthen teaching practice. - We continually develop curriculum that is place-based and relevant, and value the input of our local iwi and community people		
Target:	- A growth in whānau numbers attending three-way conferences and parent-teacher meetings to discuss the progress of their ākonga. - A growth in whānau and community numbers attending junior and senior prize-giving. - A growth in support from the community and local businesses for curricular and extra-curricular activities - Students are leaving with a minimum of NCEA L2, or left to enrol in an educational course or employment that aligns with their chosen career pathway.		

Baseline Data:

Whānau Feedback



Key Findings:

Positive Relationships with the College: Responses were distributed across the scale, with a notable number of respondents rating 2, 3, and 4, suggesting a mix of opinions but a generally positive perception.

Partnership in Education: Most respondents rated 3, indicating that whānau feel somewhat able to collaborate with the college regarding their children's education.

Community Relationships with the College: A significant number of respondents rated 3 or 4, suggesting that many iwi and community members have a positive connection with the college.

Localised Curriculum: Many respondents strongly agreed (rating 4) that the curriculum values local history, places, and mātauranga Māori.

Equitable Access to Education: Responses were varied, but a large portion of participants rated 3 or 4, indicating a belief that equitable access to education, including literacy and numeracy, is generally provided.

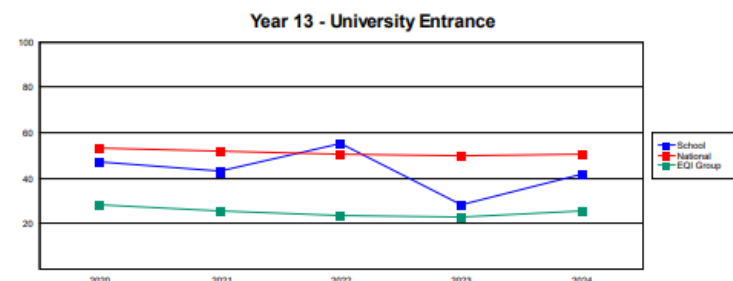
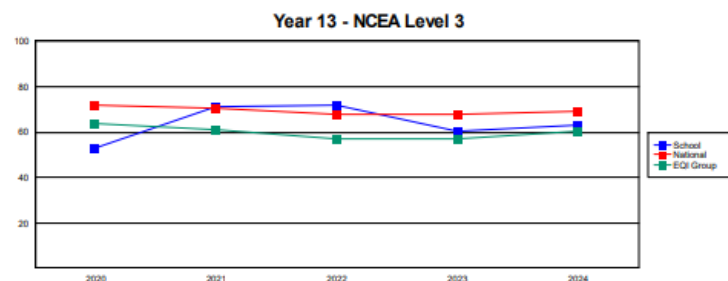
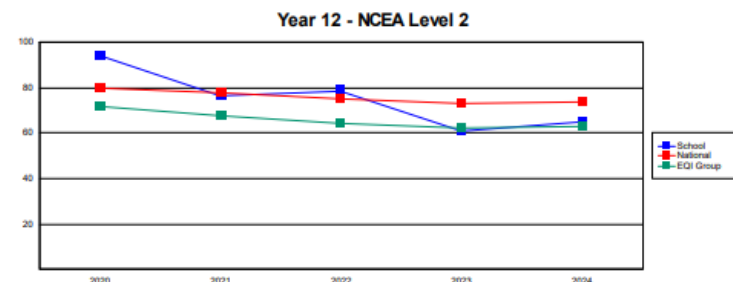
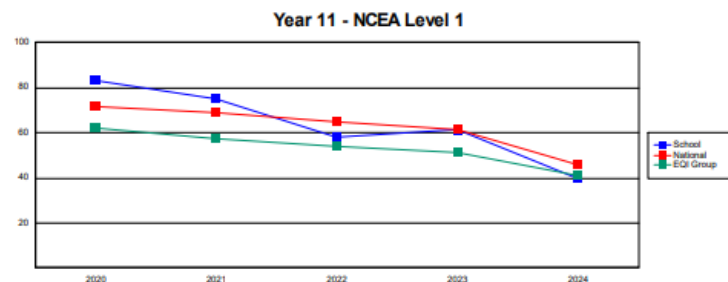
Overall, the data suggests a positive but varied perception of the college's engagement with whānau and the community, with room for improvement in strengthening partnerships and ensuring equitable access to education.

Achievement in NCEA and UE: Ruapehu College

PR2 - Enrolment Based Cumulative Overall Results

Generated 7-Mar-2025

Ruapehu College					National				More Socioeconomic Barriers (School Equity Index Group)			
Academic Year	Year 11 NCEA L1	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE	Year 11 NCEA L1	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE	Year 11 NCEA L1	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE
2020	82.9	94.1	52.9	47.1	71.8	80.1	72.1	53.4	62.1	71.9	63.8	28.4
2021	75.0	76.5	71.4	42.9	69.2	77.9	70.5	51.9	57.4	67.5	60.9	25.7
2022	57.8	78.8	72.2	55.6	64.9	74.9	68.2	50.3	53.7	64.0	56.9	23.5
2023	61.1	61.1	60.7	28.6	61.7	73.2	67.7	49.7	51.0	62.4	57.1	23.1
2024	40.0	64.7	63.2	42.1	45.9	73.6	69.4	50.6	41.1	62.6	60.2	25.6



Key factors influencing results, including student transience, literacy and numeracy challenges, and curriculum changes, are highlighted.

Level 1 Performance

Although our Level 1 results were in line with the national percentage, we had anticipated a stronger outcome. Several factors impacted performance:

Transient Students: Of the 50 Year 11 students, 11 arrived during 2024, often with poor attendance, behavioural concerns, and no prior academic achievement at Level 1. Only one of these students achieved NCEA Level 1, negatively affecting overall results.

Local Students: Of the 39 students who had been with the college since Year 9, 31 achieved the co-requisites, and 22 attained Level 1. Literacy and numeracy data from their Year 9 entry in 2022 indicated challenges, with 23% below expectation in literacy and 38% below in numeracy. The structured literacy and numeracy programs are expected to yield improvements in future cohorts.

Overall Decline Factors: The transition from unit standard-based courses to achievement standards raised academic expectations. Additionally, the introduction of literacy and numeracy co-requisites and participation in the NCEA pilot program for six subjects impacted results.

Level 2 Performance

Our Level 2 results were comparable to our SEI Band. However, attendance played a significant role in student outcomes:

Attendance: The Year 12 average attendance of 79.5% contributed to performance challenges.

Transient Student Impact: One new senior student arrived with Level 1 but had an inconsistent academic history.

Level 3

Performance: We were satisfied that our Level 3 results aligned with both the SEI Band and national percentages.

Attendance: The Year 13 cohort demonstrated an improved average attendance of 84%, positively impacting outcomes.

Retention: This was the largest Year 13 cohort in recent years, with a retention rate above 90% from Year 12 to Year 13.

University Entrance (UE) Performance

We were particularly pleased with our UE results:

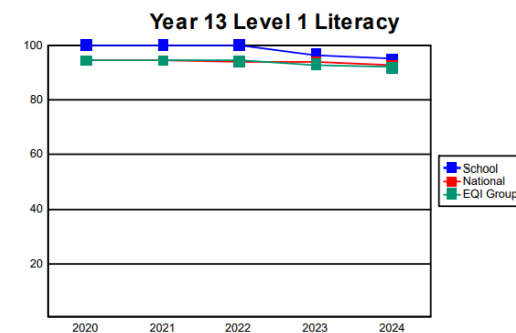
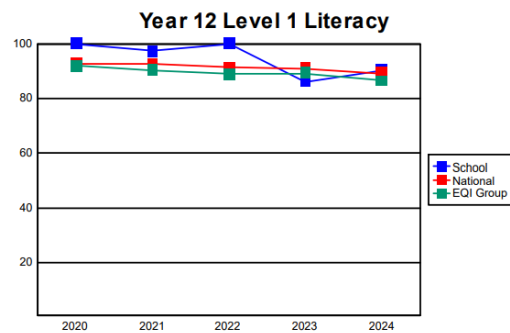
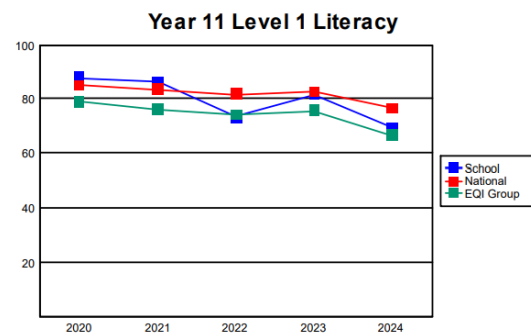
Comparative Success: Our UE pass rate was 17% higher than the SEI Band and only 8% below the national percentage.

Cohort Strength: The strong retention rate and engagement of this Year 13 group contributed to the positive UE outcome.

Conclusion

While challenges such as student transience, attendance rates, and curriculum transitions influenced results, positive trends are emerging. The continued integration of structured literacy and numeracy programs, improved student retention, and increased engagement at senior levels indicate a promising trajectory for future academic performance.

Level 1 Literacy



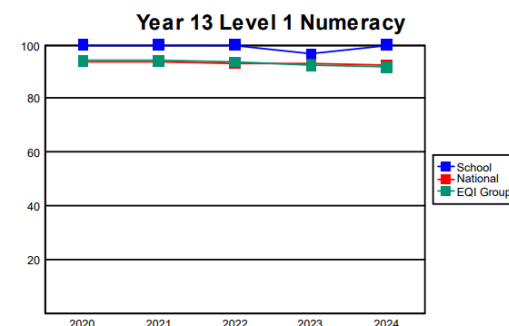
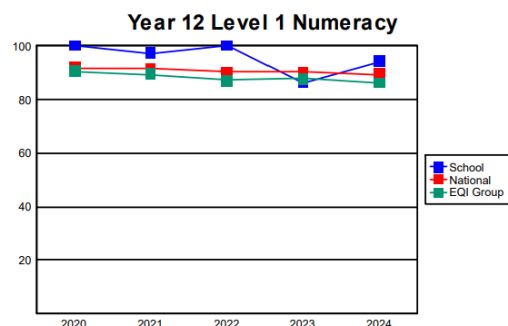
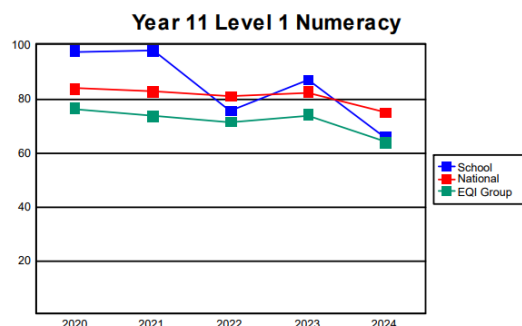
Comment

Year 11 Literacy: The literacy rates for Year 11 show a clear correlation with Level 1 results, indicating that students' performance at Level 1 plays a significant role in their literacy outcomes. Additionally, the impact of transient students, alongside a high proportion of students working below the expected curriculum level, presents challenges in achieving optimal literacy rates at this stage.

Year 12 Literacy: Year 12 literacy showed notable improvement, increasing from 86.1% in 2023 to 90.2% in 2024. This result exceeds both the national average and the SEI Band percentage, which is a positive outcome and reflects growth in this area. We are currently part of the Te Manu Ka Rere initiative that focuses on supporting Year 12 students to gain the Level 1 Literacy.

Year 13 Literacy: While Year 13 literacy remains high, there was a slight decline from 96.4% in 2023 to 94.7% in 2024. Despite this decrease, the result still exceeds both the national and SEI averages, demonstrating strong literacy performance overall.

Level 1 Numeracy



Comment

Year 11 Numeracy: There is a correlation between Year 11 numeracy rates and Level 1 results, indicating that students' progress at Level 1 affects their numeracy performance. Additionally, the presence of transient students (students who frequently move in and out of the school) and a significant number of students working below the expected curriculum level contribute to challenges in Year 11 numeracy.

Year 12 Numeracy: There was a significant improvement in Year 12 numeracy from 86.1% in 2023 to 94.1% in 2024. This result not only exceeds the national average but also surpasses the SEI Band percentage, marking a very positive outcome. We are currently part of the Te Manu Ka Rere initiative that focuses on supporting Year 12 students to gain the Level 1 Numeracy.

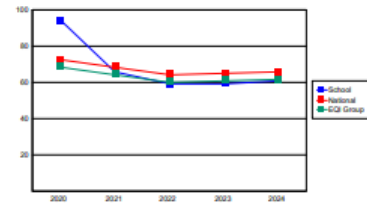
Year 13 Numeracy: Year 13 numeracy for 2024 reached an impressive 100%, which is a remarkable achievement. This result exceeded both national and SEI benchmarks, highlighting the strength of numeracy outcomes at this level.

Māori Achievement

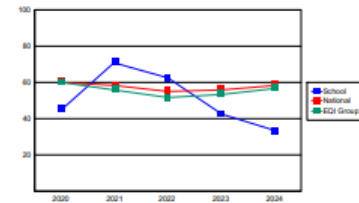
Year 11 NCEA Level 1 - Māori



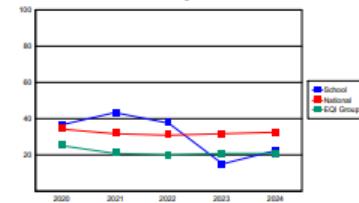
Year 12 NCEA Level 2 - Māori



Year 13 NCEA Level 3 - Māori



Year 13 University Entrance - Māori



Comment:

To support our Māori students in achieving better outcomes, we need to address both attendance and foundational literacy and numeracy skills.

Next Steps:

Strengthen Attendance Strategies: Implement targeted initiatives to improve engagement and reduce absenteeism.

Early Intervention in Literacy & Numeracy: Provide additional support for students entering Year 9 below expected curriculum levels.

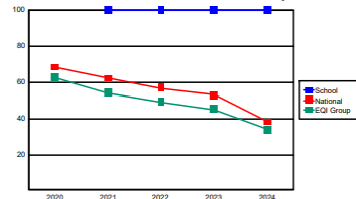
Culturally Responsive Teaching: Incorporate Māori perspectives and learning styles to enhance engagement and achievement.

Whānau & Community Partnerships: Work closely with families and iwi to support student success.

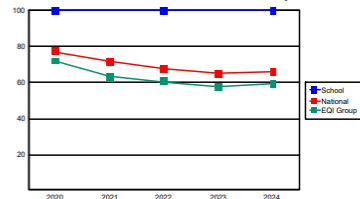
Monitoring & Support: Regularly track progress and adapt strategies as needed.

Pasifika Achievement

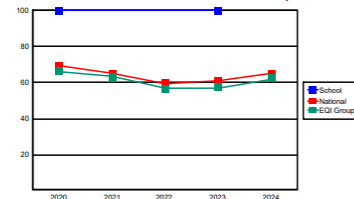
Year 11 NCEA Level 1 - Pacific Peoples



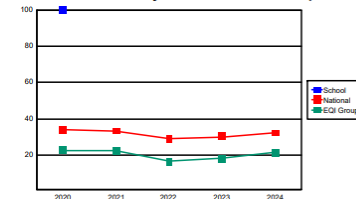
Year 12 NCEA Level 2 - Pacific Peoples



Year 13 NCEA Level 3 - Pacific Peoples



Year 13 University Entrance - Pacific Peoples



Comment:

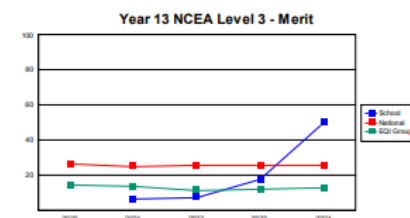
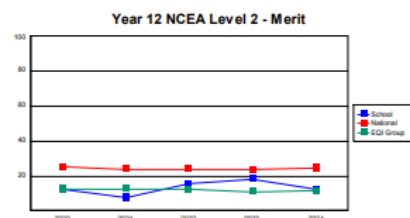
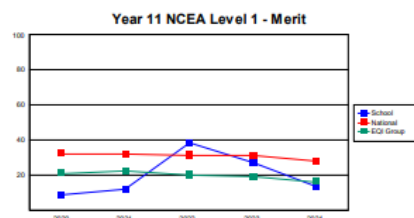
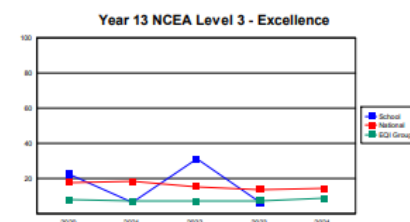
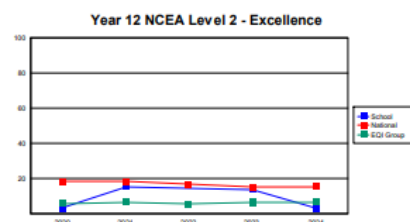
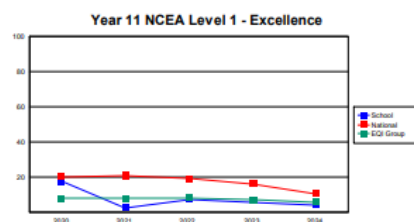
Pasifika students make up 4% of our college roll. In 2024, we had Pasifika students in Years 11 to 12 participating in NCEA. Our senior Pasifika students demonstrated great success in attaining their NCEA qualifications.

NCEA Certificate Endorsement: Ruapehu College

Generated 7-Mar-2025

PR4 - Cumulative Results by Percentage

Academic Year	Ruapehu College			National			More Socioeconomic Barriers (School Equity Index Group)		
	Year 11 NCEA Level 1	Year 12 NCEA Level 2	Year 13 NCEA Level 3	Year 11 NCEA Level 1	Year 12 NCEA Level 2	Year 13 NCEA Level 3	Year 11 NCEA Level 1	Year 12 NCEA Level 2	Year 13 NCEA Level 3
<u>Achieved with Excellence</u>									
2020	17.6	3.1	22.2	20.7	17.9	17.5	8.1	5.8	7.7
2021	3.0	15.4	6.7	21.1	17.9	17.9	8.2	6.4	6.7
2022	7.7		30.8	19.4	16.5	15.3	8.4	5.3	6.7
2023		13.6	5.9	16.7	15.0	13.6	7.3	6.3	7.2
2024	4.5	3.0		11.2	15.5	14.1	6.1	6.6	8.6
<u>Achieved with Merit</u>									
2020	8.8	12.5		32.3	24.9	26.3	21.3	12.5	14.4
2021	12.1	7.7	6.7	31.9	23.8	25.3	22.3	12.7	13.6
2022	38.5	15.4	7.7	31.4	24.0	25.5	20.3	12.2	11.6
2023	27.3	18.2	17.6	31.4	23.5	25.6	19.3	11.2	12.0
2024	13.6	12.1	50.0	28.2	24.5	25.7	16.4	11.6	12.9



Comment:

We are thrilled with our merit endorsement results, particularly at Level 3. This was an exceptionally strong cohort.

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>
- Actively explore ways to grow whānau and community to all College events, curricular and extra-curricular. - Continue to grow and nurture iwi wide relationships by authentically engaging with iwi and giving effect to Te Tiriti o Waitangi. - Continue working with the Kāhui Ako to achieve the achievement challenge for Whānau and Iwi Engagement. - Explore ways to improve communication with whānau. - To identify and support students that demonstrate exceptional or higher learning ability. - Every staff member to call home with a positive comment of every student they teach. - Continue to develop the 3-way conference to partner with parents and whānau with their child/ren education plan. - Explore ways to engage with iwi and local key stakeholders to partner in the development of a place-based curriculum.	- Iwi led the start of year pōwhiri for new staff and students. - Great whānau presence for the pōwhiri. - Awesome whānau and community support at the end of year prizegiving. - Significant financial support in the form of grants and scholarships by local businesses and trusts. - Iwi led the blessing of the completed construction house. - The Kāhui Ako appointed the RC principal to be the connector for whānau and iwi engagement. - Regular FB postings. Termly newsletter. Email caregivers on important matters. Promote whānau invites to college events i.e. athletics. Articles in the local paper. - Families popped in and out on the Athletics day. - PLD on working with gifted students. 80% attendance at the three-way conferences for junior students. - Working in partnership with iwi and the conservation department to further develop the Kiwi Forever program. - Established a connection to work with iwi to develop a Taiao junior program.	- Monitoring - Following and action plan - Monthly reports to the BOT - Agenda item at cultural, curriculum and sports meetings. - Reflections - A review development map like the one used by the Kāhui Ako would have been a good tool to use to measure engagement.	Continue to explore, review and develop the actions.
Planning for next year:			
- Implementing the new annual plan that is lines up with our strategic goals. - Continue with the review development map to tracks progress to achieving our strategic goals.			

STATEMENT OF VARIANCE 2024



Strategic Aim:	To raise and maintain engagement, learning and achievement of all students.
NELP Link:	• <u>Barrier free access</u> • Great education opportunities and outcomes are within reach for every learner • Reduce barriers to education for all learners • Ensure every learner gain sound foundation skill, including language, literacy and numeracy
Annual Aim:	• To improve the literacy and numeracy levels in the Year 9 and 10 cohort. • Utilizing the Diploma of Learning, Habits of Mind to shift learning habits • To build on the relationships with key people in feeder schools and the Kāhui Ako achievement challenge, to focus on literacy common assessments across all educational environments. • NCEA Level 2 as the graduating benchmark • To enhance student learning through innovative projects
Target:	• To improve the delivery and monitoring of literacy in the junior school in preparation for the new literacy standards implemented in 2024. • Maintain the percentage of students achieving L1 literacy and numeracy, by focusing on early identification of those at risk. • To give junior students that are ready to sit the Level 1 literacy and numeracy exam the opportunity. • To attain a NCEA Level 1 pass rate for literacy 1 better than our EQI group. • To attain a NCEA Level 1 pass rate for literacy 1 better than our EQI group.
Baseline Data:	• Junior literacy and numeracy data • NCEA Literacy and Numeracy results • NCEA L1, 2 and 3 pass rates are at or above national pass rates • Maintain the percentage of students achieving Level 1 literacy and numeracy • Year 12 students that did not achieving NCEA Level 1 will have achieved NCEA Level 1 by the end of 2025 • Year 12 students requiring significant learning support to achieve at least one NCEA Level 1 assessment by the end of 2025 • Year 13 students who have not yet achieved NCEA Level 1 will have achieved NCEA Level 1 by the end of 2025 • Year 13 students who have not yet achieved NCEA Level 2 will have achieved NCEA Level 2 by the end of 2025 • Māori and Pasifika achievement is the same as or better than that of other non-Māori students

Junior Literacy Report - Implementing Targeted Writing Practices at Ruapehu College

INTRODUCTION

A TIC was appointed in 2023 to oversee and run a programme to target literacy at Ruapehu College. The initial aim was to get the students writing so that they could become more resilient and able to write more in less time. Weekly writing tasks were administered online to mirror the expectations of the Corequisite Pilot Examination. Due to an overall improvement in students' essay writing, this initiative continued in 2024.

BACKGROUND

With changes to NCEA and a focus on the falling literacy rates of students in Aotearoa, the College has embraced Literacy as a strategic aim.

OBJECTIVES

To target literacy holistically across the school to raise student achievement and future success, as well as for school data purposes. Literacy as a strategic goal should be ingrained into school practice and communicated as such (non-verbally).

IMPLEMENTATION

General Practice

- Teachers were encouraged to integrate reading and writing into all teaching practice, regularly. They were introduced to the Learning Progression Framework and the big ideas around reading and writing, specific to audience and purpose.
- Introduction of CUPS for student writing expectations (Capitalisation, Usage, Punctuation and Spelling). Mnemonic devices encouraged as a consistent connection for student accessibility
- Weekly and fortnightly Literacy classes were added to junior students' timetables

Writing Mileage

- A timetable was distributed each term to allow departments to set tasks for junior classes on a rotating basis.
- Year 9 and 10 students were tasked with an open prompt to respond in 270 words, as per the Literacy Exam Pilot task each week.
- In the week following their scheduled slot, teachers were expected to mark the students' writing according to an adapted marking schedule; feed forward and provide a timely response to students, teaching from the task responses; and file students' responses and scores for recording and creation of a portfolio of students' writing.

Other

- Teachers were given opportunities for support with marking students' responses, aiming to eradicate judgement discrepancies.
- Following feedback requesting resources, teachers had access to a shared drive, which includes literacy-based starters and activities, as well as visual aids for classrooms. This resource is open for collaboration and growth.

RESULTS AND ANALYSIS

- Teachers noticed an improvement in content as the year progressed and the tasks became routine.
- Students who regularly practiced sustained writing showed the most improvement.
- Year 9 and 10 students who sat the Literacy Examination obtained the Reading and Writing credits towards their Level 1. These students were selected according to their overall Literacy level, as per their class teachers' judgement.

Junior Numeracy Report

Junior Results

- **e-Asstle** indicate improvement for most Year 9 and 10 students.
- 24/61 Year 9 students were entered into the Numeracy CAA
- 21/24 achieved Numeracy. This is 87.5% for those sitting and 35% of Year 9 cohort
- All Year 10 students were entered into the Numeracy CAA
- 27/61 Year 10 have achieved Numeracy. This is 46% of Year 10 cohort.

Year 11 Results

- NZQA reports 36 students (65.5%) have Numeracy. This would be from a cohort of 55 students

Notes on results

- Students left during the year without numeracy
- A very high needs (ORS) student included. Should not be in the stats.

Analysis of Year 11 students who have not gained Numeracy

- Of the students who had attended Ruapehu College for more than two years 32/38 (84%) gained Numeracy.
- Of the students who attended Ruapehu College for 18month to one year 3/6 (50%) gained Numeracy.
- Of the students who arrived in Year 11 1/9 (11%) gained Numeracy.

CAA versus alternative credits

- Four students gained Numeracy by gaining 10 credits through alternative credits
- Five other students gained five credits from alternative numeracy credits but did not gain numeracy.

Improving Numeracy Results

- Cater for transient students as this clearly affects results. This would need to be through building strong relationships with whanau.
- Improving attendance of students would also be helpful as this is also affecting results.
- Gather data using e-asstle readiness test from new students quickly
- Keep students well informed about what they need to learn to be successful.
- After school tuition for catching up
- Continue to work with staff from other departments to ensure Numeracy is taught across curricula
- Work with Primary School in Ruapehu Kāhui Ako to improve entrance level for Numeracy.
- PD with other sectors of education in our rohe to increase Numeracy understanding.

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>
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. Identify students at risk and put actions in place alternative programmes extra support etc. Student progress monitored by SLT, reported to staff and board at board meetings. Localise learning to include our environment and local stories. At risk students identified and interventions and supports put in place to ensure students achieve their NCEA. Supported L3 Learners to ensure they had completed level 2 and 1 Student progress monitored by SLT, reported to staff and the board.	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. Implement literacy and numeracy focused lessons for all Year 9 and 10 students. Identify students who require added support for literacy and numeracy. Peer Reading initiative with Year 10 learners from Ruapehu College and Year 8 learners from Raetihi and Ohakune Primary Schools. Students enjoyed smaller group work with a focus on literacy and numeracy but this did not translate to improved engagement across subjects or achievement in assessments. Attendance did not improve. 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.	Staff inclusion was important for staff ownership. Regular updates to the board. Lit/num lessons and added interventions were vital for progress and readiness for the lit and num pilot exams. The reading initiative was to: 1) offer an opportunity for learners who had literacy gaps to gain reading mileage with an authentic audience. 2) an opportunity for Yr8 learners to develop yes reading skills with support. 3) foster and develop authentic relationships. We are seeing more students arrive at college with very low literacy and numeracy levels [stanine 1 and 2] poor attendance Attendance has been a major issue leading to gaps in learning. Also, we are seeing more students needing to work for various reasons and students left school sooner than would have in previous years. At times reporting to the board was not as detailed as it could be due to other issues pertaining taking precedence	Review the effectiveness of the PLD based on the baseline data. Continue with the three-year plan for 2023 – 2026 that will continue to improve the literacy and numeracy levels in the Year 9 and 10 cohort. Continue to implement literacy and numeracy focused lessons at Year 9 and 10. Use the Response to Intervention / Tier Support Model https://inclusive.tki.org.nz/assets/Uploads/Response-to-Intervention-Tiered-Support-Model.pdf Continue to identify students who require support to succeed to ensure they achieve the literacy and numeracy standard required for NCEA Level 1 Continue to report to the board around student literacy and numeracy Same target, early intervention Continue to identify students who require support to succeed to ensure they achieve NCEA Level 1 Targeting students with other literacy and numeracy interventions Continue with the construction building program that includes some that would have not returned to college. Initial observations are positive with improved attendance and engagement in the building program but mixed results in their other classes. Encouraging maths teachers to use the building site for real-world maths application. Continue to report to the board around student achievement.

Planning for next year:

Interventions for Improved Achievement

- The quality of qualitative and quantitative data from feeder schools is improving as our relationship and progress towards achieving our achievement challenge improves. We are continuing to build this partnership with the shared primary focus of putting the learner at the heart of what we are doing-if it is best for our learner, it is right for us.
- A continuation to share read-easy data between subject teachers and mentors in order to identify at risk students early. This is important for teachers to plan differentiated lessons and to match student need with the right intervention.
- Professional development continues on how to use data better to improve pedagogical practice using the Universal Design for Learning framework, and the High Impact Teaching strategies endorsed by James Anderson and John Hattie.
- We expect moving to a full ban on phones at school will have a positive impact on student engagement.
- Continue to use the Junior Diploma as a tool to embed positive behaviours for learning that will increase students' chances for success in the senior school.
- Continue with our localised curriculum and blended learning that makes learning relevant as they connect learning to local narratives, people and places.