

# Analysis of Variance Reporting



## Introduction

### ***General Description of the School and the School's Community***

Te Kūiti High School provides a broad high quality education for its students. It is the school's goal for all students to transition from school with a positive attitude to learning having acquired a range of essential learning skills and achieve nationally recognised qualifications. The Te Kūiti High School Curriculum covers the eight essential learning areas. Additionally, the school promotes learning pathways through a Gateway program, Primary Industries course and Hubs

The school draws its students from a diverse multi-cultural and socio economic community, students enrolling mainly from the town of Te Kūiti itself and its immediate hinterland.

Te Kūiti is a service town with an urban population of 4500 residents. It has a diverse age/sex composition, including single and twin parent nuclear families as well as extended family groupings. Predominant occupations are within the service industries of farming, forestry, tourism and mining. The local area has many exciting natural features that attract recreational users. There are seven contributing Primary schools within the area.

The school provides community access to the school for learning opportunities, meetings, sporting and recreational activities. Te Kūiti High School is focused on achievement through quality teaching and learning. Extra learning support is offered for those students at risk of underachieving. All students have support to develop career plans and pathways.

<b>School Name:</b>	Te Kuiti High School	<b>School Number:</b>	0160
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<b>Strategic Aim:</b> Analysis reporting	<b>1.1. Every student will leave Te Kūiti High School with the skills and qualifications they need for their future</b>
<b>Annual Aim:</b>	<b>Annual Goal 1.1.1 A responsive curriculum will support and enhance the hauora of our community.</b>
<b>Target:</b>	All individual student needs are monitored, analysed and used to guide teaching and learning. Academic targets set for NCEA Level 1 65% NCEA Level 2 75% NCEA Level 3 60% UE 25%
<b>Baseline Data:</b>	<a href="#">Progress Data NCEA</a> <a href="#">NCEA RESULTS DATA</a> <a href="#">JUNIOR PROGRESS DATA</a>

<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>
<ul style="list-style-type: none"> <li>• Monitor, track and analyse all students (Year 9-13) progress and achievement.</li> <li>• Identify 'target students' for 2022 and provide ongoing additional support and differentiation to ensure accelerated progress.               <ul style="list-style-type: none"> <li>○ Use data from 2021 to inform target students</li> <li>○ Student Achievement Targets (MOE, HODs)</li> <li>○ Individualised learning and support</li> <li>○ Identifying and addressing disparities in achievement</li> <li>○ HODs are leaders of learning and are responsible for developing leading a responsive curriculum</li> </ul> </li> <li>• Semesterisation the school year</li> </ul>	<p>Monitoring and tracking taking place termly</p> <p>Teachers are made aware of students that need extra support and can identify.</p> <p>This an area that is still developing and has not been successfully achieved</p> <p>Has started to happen and academic dean role has been created to oversee and provide support.</p>	<p>There was improvement however sporadic in nature and not consistently part of informing the learning.</p> <p>This is starting to happen and teachers are more aware of needs within their classes and can identify students that need extra support There is some differentiation occurring but still a need to build capability in this area</p>	<p>A real focus on quality teaching and learning in 2023 Develop staff to strengthen teaching, leadership and learner support capability across the education workforce</p> <ul style="list-style-type: none"> <li>• Develop teacher/kaiako confidence and competence to teach diverse learners/ākonga with varying needs, and to appropriately modify teaching approaches</li> </ul>



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<b>Strategic Aim:</b> Analysis reporting	<b>1.1. A responsive curriculum will support and enhance the hauora of our community.</b>
<b>Annual Aim:</b>	<b>Annual Goal 1.1.2: Staff are provided with PLD to continuously improve use of data and pedagogy</b>
<b>Target:</b>	100% of staff comfortable using data to inform teaching and learning
<b>Baseline Data:</b>	<a href="#">Department Plans</a> <a href="#">Growth Cycle Doc</a> <a href="#">TKHS PANUI</a>

<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>1. Include a literacy goal in all curriculum areas for Year 9 – 10 learning programmes and provide teacher PLD to strengthen pedagogical knowledge and capability to implement deliberate teaching strategies aligned to raising literacy levels (<a href="#">Effective Literacy Strategies</a>). This aligns with the NCEA LIT co-requisite in 2023. This is linked to the Kahui Ako Achievement Challenge.</p> <p>2. Develop the process of Professional Growth Cycle (PGC), aligned to Professional Learning Development, Te Kuiti High School Teacher Profile and Job Descriptions</p> <ul style="list-style-type: none"> <li>a. Time is dedicated to the PGC</li> <li>b. 'Coaching' PLD will be</li> </ul>	<p>Professional Learning with Sheilpa Patel from MOE around developing Literacy strategies. WST teachers leading RTE PL as part of Kahui Ako AC and co ordinating whole School response</p> <p>Growth Cycle process and template developed and implemented in 2022 With time set aside to ensure the process could be undertaken robustly and thoroughly.</p>	<p>This is still an ongoing area of need. Having greater understanding of literacy strategies and how to implement .Alongside data to inform the progress and impact of the strategies is still in progress.</p> <p>100% of staff have completed a growth cycle and I feel confident that there will be improvement from the process. We are still having to work on changing the mind set that this process is about improving not proving.</p>	<p>Getting a board funded position to oversee and coordinate accelerated programs for at risk learner. As well as earlier identification of students and greater collaboration with contributing primary schools. Continuing with WST team working across the whole school to further develop literacy strategies and approaches.</p> <p>Develop the Growth cycle process and upskill staff in the coaching model to support teachers in their development.</p>

<p>implemented to progress personal development with the PGC and upskill HODs to have effective 'Coaching conversations'</p> <p>c. HODs are encouraged to 'lead' within their depts and build the capability of their staff</p> <p>d. Professional readings are regularly shared</p> <p>e. Opportunities are provided for AKO (staff leading workshops for other staff) Formal mentoring is established and ongoing</p> <p>3.</p>	<p>PLD with cognition helped develop teacher capability as impact coaches.</p> <p>Professional readings shared with whole staff through TKHS Panui each Sunday</p>	<p>This is an area that is developing HOD's building capability is taking time .</p> <p>As this becomes more of the norm and what we do here there will be greater engagement.</p>	<p>Continued work with Cognition in developing capability within middle leaders to grow a learning culture.</p> <p>Continue to share best practice and to question and provoke thought around current thinking and pedagogy.</p>
<b>Planning for next year:</b>			
<p>Provide a description of the actions the board will take to address any targets that were not achieved. This may involve including aims and targets in next year's charter to address the variance.</p>			

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<b>Strategic Aim:</b> Analysis reporting	<b>1. 2 Our curriculum will have explicit expectations for learning and future pathway</b>
<b>Annual Aim:</b>	<b>1.2.1 A localised curriculum is developed</b>
<b>Target:</b>	<b>A localised curriculum is developed</b>
<b>Baseline Data:</b>	<a href="#">Curriculum Review</a> STAFF PLD STAFF STUDENT AND WHANAU VOICE <a href="#">2023 Curriculum</a>

<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>The local curriculum is compliant with the Education and Training Act 2020: Te Tiriti o Waitangi where our local curriculum reflects local tikanga Māori, matauranga Maori and te ao Maori</p>	<p>PLD facilitated incorporating a number of stakeholders including MMTB, Core education and Kahui ako.</p>	<p>We have made huge progress in this area and have developed a local curriculum that can be developed and refined as we go.</p> <p>We have acted on community consultation student and teacher voice and will be seeking feedback as we move forward.</p>	<p>Regular feedback sort and analysis as we go.</p>
<b>Planning for next year:</b>			
<p>Provide a description of the actions the board will take to address any targets that were not achieved. This may involve including aims and targets in next year's charter to address the variance.</p>			

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<b>Strategic Aim:</b> Analysis reporting	<b>1. 2 Our curriculum will have explicit expectations for learning and future pathway</b>
<b>Annual Aim:</b>	<b>1.2.2 : A whole school approach to careers education and vocational pathways are established</b>
<b>Target:</b>	Gateway co-ordinator in place and TIC Careers position filled outside SLT.
<b>Baseline Data:</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>
<p>Appoint Gateway co-ordinator. TIC Careers in Place All Trades Academy placements are filled</p> <p>Gateway placements are maximized and monitored regularly Administration of Gateway placements follows agreed processes Every student from 9 to 13 completes or updates their Pathways plan</p>	<p>Trades academy placements filled and have had positive outcomes for students</p> <p>Gateway program late starting and not utilised as well as it could be. But lots of relationship building and re-connecting with local businesses keen to re support the school.</p> <p>Pathways plans not consistently updated and monitored.</p>	<p>Changes in personal uncertainty and covid disruptions have all played a part in this not becoming established practice.</p> <p>Changes in personal and roles not being fully staffed . uncertainty and covid disruptions have all played a part in this not becoming established practice.</p>	<p>2023 building on the hardwork done to re establish Gateway and a clearer Careers plan and teacher in charge. Greater stability to grow and develop this space. Also greater links with wider community and the potential for stronger partnerships.</p>
<p>Planning for next year</p>			

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<b>Strategic Aim:</b> Analysis reporting	<b>1. 2 Our curriculum will have explicit expectations for learning and future pathway</b>
<b>Annual Aim:</b>	1.2.3: Technology is accessible and caters for the educational needs of all learners.
<b>Target:</b>	100% of students have access to digital devices
<b>Baseline Data:</b>	Chrome books Laptops



<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>There are sufficient devices and storage facilities of the devices to cater for each curriculum area</p>	<p>Server updated and technology assistance is available in all curriculum areas</p> <p>Devices available for all students from 9-13 in each curriculum area.</p>	<p>This has been successful in all students being able to access technology</p> <p>There are still improvements in terms of meeting educational needs and student and teacher capability and fluency.</p>	<p>In 2023 Continue to develop the capacity of students to engage with blended learning and using digital platforms apps and programs to enhance learning.</p>

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<b>Strategic Aim:</b> Analysis reporting	<b>1. 2 Our curriculum will have explicit expectations for learning and future pathway</b>
<b>Annual Aim:</b>	<b>1.2.4 Raising Student achievement</b>
<b>Target:</b>	To identify, support, challenge and respond to the needs of all students in order to raise achievement
<b>Baseline Data:</b>	needs register Juniors Level 1 at risk students NCEA Level 2 at risk students NCEA

<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>Year 9 and 10 At risk and Server Risk students will move two sublevels in literacy.</p> <p>Of those Year 11 students present at school on December 1 2022, 100% will achieve level 1 Numeracy and Literacy.</p> <p>Level 1, 2 and 3 NCEA achievement in 2022 will be 10% higher than the achievement rate of Decile 1-3 schools in 2021.</p> <p>Level 2 Mentoring students The 2022 UE achievement rate will be 10% higher than the schools 2021 UE achievement rate</p> <p>Maori NCEA achievement rate will show a reduction in the gap with European/Pakeha achievement</p> <p>Identified Level 1 Maori students Male NCEA achievement rate will show a reduction in the gap with female students 90% Proportion of students who attend regularly 90%</p>		<p>Changes in leadership uncertainty and covid disruptions have all played a part in this not affecting significant change</p>	<p>Review processes linked to learning from home to limit the effect of Covid disruptions on learning progress.</p> <p>Availability of devices connectivity and access.</p> <p>Develop a Hybrid model of learning that allows for a smoother transition from school to home to school.</p>

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<b>Strategic Aim:</b> Analysis reporting	<b>2.1 At Te Kuiti High School, language, culture and identity are celebrated</b>
<b>Annual Aim:</b>	<b>2.1.1: We celebrate our bicultural heritage within our multicultural environment</b>
<b>Target:</b>	Increase visibility and equal value placed on bicultural heritage within the School
<b>Baseline Data:</b>	

Actions	Outcomes	Reasons for the variance	Evaluation
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<i>What did we do?</i>	<i>What happened?</i>	<i>Why did it happen?</i>	<i>Where to next?</i>
<p>He Maori, te maori will continue</p> <ul style="list-style-type: none"> <li>• Mana week</li> <li>• Whakawhanaungatanga o nga Whare</li> <li>• Whare Haka and performance</li> <li>• Student pepeha</li> <li>• Visit to Marae</li> </ul> <p>Maori Performing Arts introduced to the curriculum and Te Kuiti High School Kapa Haka Group is reestablished</p> <p>Waiwaia Kapa Haka Festival will be hosted by Te Kuiti High School</p>	<p>TOD Waitomo Arotahi Kahui Ako(WAKA) 2 day wananga January 2021</p> <p>Te Kuiti High School Kapa Haka group reestablished</p> <p>(Waiwaia festival cancelled due to covid 19)</p>	<p>Although the year was disrupted. He Maori te maori continued with several activities taking place and re-introduction of Kapa Haka to the school. This has been a positive in celebrating our bicultural heritage within our multicultural environment</p>	<p>Continue to build on this and make this part of what we do here. Support culturally responsive pedagogy and use PLD hours to introduce Relationships first program with Cognition Education</p>
<p>Mana Whenua- Te Tiriti o Waitangi principles, and its significance to Ngati Maniapoto.</p>			

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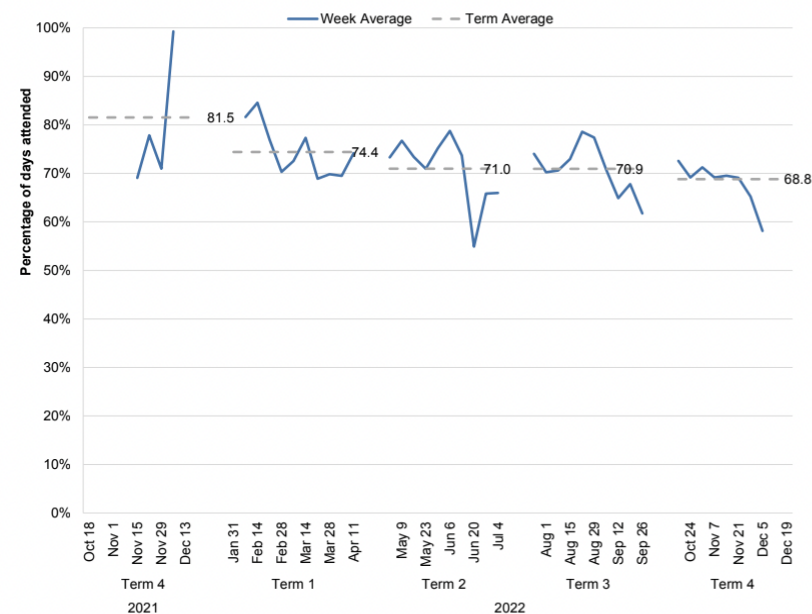
<b>Strategic Aim:</b> Analysis reporting	<b>2.2 Students are proud to attend Te Kuiti High School</b>
<b>Annual Aim:</b>	<b>2.2.1: Our school has a strong sense of pride</b>
<b>Target:</b>	The school attendance rate at the end of 2022 will be 85%

## Baseline Data:

### SECTION 1: Average attendance – Last 5 Terms

#### Average attendance, week by week

NB. Even at schools with high average attendance in a week, some students may be attending less than 90% of classes, as shown on the following pages.



Term	Week of	Days attended (%)
Term 2, 2022	May 2	73.3
	May 9	76.7
	May 16	73.4
	May 23	70.9
	May 30	75.2
	Jun 6	78.7
	Jun 13	73.7
	Jun 20	54.9
	Jun 27	65.8
	Jul 4	66.0
	Average	71.0
Term 3, 2022	Jul 25	74.0
	Aug 1	70.2
	Aug 8	70.6
	Aug 15	73.0
	Aug 22	78.6
	Aug 29	77.4
	Sep 5	70.7
	Sep 12	64.9
	Sep 19	67.8
	Sep 26	61.7
	Average	70.9


Term	Week of	Days attended (%)
Term 4, 2022	Oct 17	72.6
	Oct 24	69.1
	Oct 31	71.3
	Nov 7	69.2
	Nov 14	69.5
	Nov 21	69.1
	Nov 28	65.2
	Dec 5	58.2
	Dec 12	
	Dec 19	
	Average	68.8

In term 4 of 2022 attendance was highest in the week of October 17, with students attending 72.6% of half-days. Attendance was lowest in the week of December 5, with students attending 58.2% of half-days. Average attendance in term 4 of 2022 (68.8%) was lower than in the same term of 2021 (81.5%).

<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>The school attendance rate at the end of 2022 will be 85%</p> <p>The pride in wearing the school uniform will be shown by less uniform violation entries than 2021 entries</p> <p>100% student involvement</p> <p>Where activities.</p> <p>Student Leaders take a lead role in all Where activities.</p> <p>There is an increase in the number and variety of Where activities</p>	<p>Uniform continued to be an issue</p> <p>and School based activities were well supported but there was not 100% involvement.</p>	<p>The target set of 855 was aspirational however covid interruptions in term one quickly derailed this. This is a huge need as an area to address although attendance has been declining since 2015 it has been highlighted and accelerated and a large part of this was due to covid 19. There is also a lack of community confidence: large numbers of students didn't return from lockdowns or returned later due to fear of infection.</p> <p>Disruption throughout the year in terms of leadership changes and covid interruptions has meant this could have been done better.</p> <p>There is combined effort with MOE and school to put systems in place to improve outcomes.</p>	<p>Attendance engagement and achievement are all areas for improvement. They are all areas that interconnect and so addressing all these areas is needed going forward. Changes in timetable and curriculum design as well as developing an integrated approach in the senior school will be initiated in 2023. Supported by pedagogical change and support.</p> <p>There are also improvements to processes and systems in place. As well as developing stronger partnerships with local primary schools and youth engagement teams.</p>

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<p><b>Strategic Aim:</b> Analysis reporting</p>	<p><b>2.2 Students are proud to attend Te Kuiti High School</b></p>
<p><b>Annual Aim:</b></p>	<p><b>2.2.2: The school environment reflects the spiritual and cultural heritage of Te Kuiti High School</b></p>
<p><b>Target:</b></p>	
<p><b>Baseline Data:</b></p>	 <p>The baseline data consists of three photographs showcasing Māori cultural heritage. The first photo shows a collection of carved wooden items, including a large, ornate mask with green eyes and several staffs with intricate carvings, displayed in a glass case. The second photo shows a wooden cabinet with a decorative frieze featuring carved faces and patterns. The third photo shows a wooden staff with a curved blade, displayed on a stand with a plaque that reads 'Marapoto Māori Trust Board'.</p>

<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>The symbols and taonga relating to our connection with Ngati Maniapoto will be showcased in the school's environment.</p>	<p>The symbols and taonga are showcased around the School and support a strong connection to Ngati Maniapoto</p>	<p>This is still a developing area and is constantly being looked at to see how we can strengthen the connection</p>	<p>Ongoing</p>
<b>Planning for next year:</b>			
<p>Provide a description of the actions the board will take to address any targets that were not achieved. This may involve including aims and targets in next year's charter to address the variance.</p>			

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<b>Strategic Aim:</b> <i>Analysis reporting</i>	<b>2.3: We will engage with and have a sustained positive relationship with all stakeholders</b>
<b>Annual Aim:</b>	<b>2.2.3: Te Kuiti High School will engage positively with its community</b>
<b>Target:</b>	Re Establish working relationships with whanau, Iwi, council, employers, community groups and contributing Primary schools.
<b>Baseline Data:</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>
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<p>Te Kuiti High Schools local, national and international successes and achievements are celebrated and communicated through newsletters, FaceBook, Web page, the schools electronic sign and published in the Waitomo News</p> <p>Staff and our school community will be kept informed of WAKA goals, initiatives and activities. Relationships with our contributing Primary Schools will be positive through</p> <ul style="list-style-type: none"> <li>• Involvement with WAKA</li> <li>• Effective transition programme</li> <li>• Sharing of human and physical resources</li> </ul> <p>A Database will be kept of senior students leaving Te Kuiti High School for employment or further education</p> <p>Opportunities will be sought for the school to participate in an ongoing community service.</p>	<p>Web page has been updated and sharing information through facebook and electronic sign as well as through Waitomo news has given us a stronger profile in the community.</p> <p>Engaging in the Kahui Ako has been positive in building strong relationships with contributing Primary Schools.</p> <p>The building of a shared sports and recreation facility on site has allowed greater partnership with the council and local Iwi</p>	<p>Uncertainty created by covid disruptions at the start of the year have played a part in this not being as positive as anticipated. However lots of foundations have been laid for progress to be made,</p>	<p>continue to build on the steps made last year and develop greater opportunities to connect with our community.</p> <p>Mana Week to start the school year and opening of the new facility will be great opportunities and give us a positive starting point.</p>