

# Analysis of Variance Reporting



<b>School Name:</b>	Reporoa College	<b>School Number:</b>	164
<b>Strategic Aim:</b>	<ol style="list-style-type: none"> <li>1. Challenge and support our leaders throughout the school resulting in accelerated student achievement, improved pedagogy and successfully led school initiatives and programmes.</li> <li>2. Further develop and support teacher capability and effectiveness to improve student engagement and prepare our students for the 21st Century.</li> <li>3. Plan for the development of a safe and modern school suited for future focussed learning.</li> </ol>		
<b>Annual Aim:</b>	<ol style="list-style-type: none"> <li>1. Ensure effective and consistent planning, co-ordination and evaluation of teaching practice.</li> <li>2. Provide a culturally responsive and relational pedagogy.</li> <li>3. Provide an extensive range of co-curricular activities, thereby ensuring all students have the opportunity to enjoy and achieve success beyond the classroom.</li> <li>4. Provide staff and students with opportunities to experience learning in order to develop their local, national, and global awareness.</li> <li>5. Support the facilitation of educational, sporting, and cultural exchanges with global partners that meet the educational needs and aspirations of all.</li> <li>6. Remove barriers to learning and ensure a commitment to equity.</li> <li>7. Value our staff and ensure they are supported, effective, and embrace our school values.</li> <li>8. Value all stakeholders through fostering close relationships to further develop powerful educational connections with parents and whanau.</li> <li>9. Work towards making our college the centre of the community and pursue reciprocal relationships that allow both school and community to draw on resources and expertise.</li> </ol>		
<b>Target:</b>	<p>NCEA Achievement All students enrolled in a full NCEA course 80 credits or more will pass.</p> <p>Attendance Attendance for the School will be at 85 or above%</p> <p>Accelerated Progress Students who are considered to be working between 1 and 2 Curriculum Level below their chronological age will be accelerated up to 1 ½ Sublevels in One Year.</p>		
<b>Baseline Data:</b>	<p>L1 93% Passed who were enrolled in a full course</p> <p>L2 100% Passed who were enrolled in a Whole Year</p>		

	L3 63% Passed who were enrolled in a whole year
	School Attendance Rate is 79% for 2018
	See achievement data in Principal's Report March 2019

<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><b>Attendance will be at 85% or above.</b></p> <p>We follow the procedures for following up with attendance.</p> <p>Enforced a 85% rule to attend extra curricular activities.</p> <p>Educate caregivers on the importance of regular attendance.</p> <p>Introduced the waste avengers programme for regular offenders.</p>	<p>Overall Attendance Rate for 2019 was 83.1% which is an improvement from 79% from 2018</p> <table border="1" data-bbox="573 344 1229 475"> <thead> <tr> <th>Justified %</th> <th>Unjustified %</th> <th>Intermittent %</th> <th>Rate %</th> </tr> </thead> <tbody> <tr> <td>5.3</td> <td>7.1</td> <td>4.3</td> <td>83.1</td> </tr> </tbody> </table> <p><b>Attendance per Year Level</b></p> <table border="1" data-bbox="573 547 1229 1018"> <thead> <tr> <th>Year</th> <th>Justified %</th> <th>Unjustified %</th> <th>Intermittent %</th> <th>Rate %</th> </tr> </thead> <tbody> <tr> <td>7</td> <td>4.8</td> <td>5.6</td> <td>4.8</td> <td>84.6</td> </tr> <tr> <td>8</td> <td>7.5</td> <td>7.7</td> <td>4.7</td> <td>79.8</td> </tr> <tr> <td>9</td> <td>4.6</td> <td>6.6</td> <td>5.2</td> <td>83.4</td> </tr> <tr> <td>10</td> <td>5.7</td> <td>10.6</td> <td>4.7</td> <td>78.8</td> </tr> <tr> <td>11</td> <td>5.9</td> <td>7.0</td> <td>2.7</td> <td>84.3</td> </tr> <tr> <td>12</td> <td>4.8</td> <td>7.0</td> <td>3.3</td> <td>84.8</td> </tr> <tr> <td>13</td> <td>4.0</td> <td>7.4</td> <td>5.1</td> <td>83.2</td> </tr> </tbody> </table> <p><b>Attendance per Ethnicity</b></p> <table border="1" data-bbox="573 1106 1229 1409"> <thead> <tr> <th>Ethnicity</th> <th>Justified %</th> <th>Unjustified %</th> <th>Intermittent %</th> <th>Rate %</th> </tr> </thead> <tbody> <tr> <td>NZ Euro</td> <td>5.0</td> <td>4.0</td> <td>4.1</td> <td>86.7</td> </tr> <tr> <td>Other Euro</td> <td>7.2</td> <td>6.9</td> <td>3.7</td> <td>81.9</td> </tr> <tr> <td>Maori</td> <td>5.4</td> <td>9.5</td> <td>4.7</td> <td>80.2</td> </tr> <tr> <td>Samoan</td> <td>3.0</td> <td>3.4</td> <td>3.0</td> <td>90.5</td> </tr> <tr> <td>Cook Is</td> <td>4.3</td> <td>11.8</td> <td>5.3</td> <td>78.4</td> </tr> </tbody> </table>	Justified %	Unjustified %	Intermittent %	Rate %	5.3	7.1	4.3	83.1	Year	Justified %	Unjustified %	Intermittent %	Rate %	7	4.8	5.6	4.8	84.6	8	7.5	7.7	4.7	79.8	9	4.6	6.6	5.2	83.4	10	5.7	10.6	4.7	78.8	11	5.9	7.0	2.7	84.3	12	4.8	7.0	3.3	84.8	13	4.0	7.4	5.1	83.2	Ethnicity	Justified %	Unjustified %	Intermittent %	Rate %	NZ Euro	5.0	4.0	4.1	86.7	Other Euro	7.2	6.9	3.7	81.9	Maori	5.4	9.5	4.7	80.2	Samoan	3.0	3.4	3.0	90.5	Cook Is	4.3	11.8	5.3	78.4	<p>There was a strengthening of the procedures around attendance with more regular calling home to determine reasons for attendance.</p> <p>We were audited by the MOE this year and they are satisfied that we are following the guidance and legal responsibilities.</p> <p>We have had cases where students were sitting in well below attendance and due to the restriction of extra curricular activities led to them attending school.</p> <p>We were proactive with senior students deciding on their exit of Reporoa College which meant to them leaving at the right time.</p> <p>There were also a number of families that removed their children for long overseas trips which effects the attendance rate.</p> <p>There were a number Tangi for the local Iwi which led to a higher number Maori</p>	<p>Continue to follow procedures in the Attendance system.</p> <p>We will still enforce the 85% attendance for Extra Curricular activities.</p> <p>To manage period by period attendance and ensuring that staff are marking their attendance in the correct timely manner.</p> <p>Further educate the community on the importance of regular attendance of education .</p> <p>Provide programmes and learning that encourages students to attend school.</p>
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	South East Asian	2.9	2.3	2.3	92.3	<p>students beign absent as well as regular whanau expectation to look after sibilings.</p> <p>We have had a number of students in Year 11 that suffered from anxiety which led them to taking a large number of days off in Terms 2 and 3.</p>
	Indian	0.5	4.0	4.0	91.3	
	Other	6.8	3.4	3.2	86.3	

### Planning for next year:

With the target remaining at 85% we will be implementing the same approach by working with individual whanau to help break down the barriers that there in getting their Tamariki to school.

We were close with the target, the board will continue to support the college in providing resources to run the attendance system. We use office staff to follow up absence, school counsellor to support any health issues, nurse and doctor on sight to support student health.

We are also breaking down barriers in terms of supply of Women's Sanitary items which not available can lead to absence. We are now will be members of Kids Can and Start up Breakfast which allows students to remain healthy and focussed in school. Also, we will ook at opportunities to make Reporoa College a welcoming and vibrant place so that students want to come to school.

<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><b>NCEA Achievement</b>  <b>All students enrolled in a full NCEA course 80 credits or more will pass.</b></p> <p>This year one of the major changes can in the change of a New Deputy Principal, her responsibility if for Year 11 to 13 and over this year she has been developing the systems to monitor their progress.</p> <p>We also had 2 new HOD's in English and Mathematics, which will lead in the coming years into a period of stability.</p> <p>Monitored Year 11 to 13 Progress.</p> <p>We individualized learning programs for students.</p>	<b>Year</b>	2015	2016	2017	2018	2019	<p>Our Achievement remained on par to previous years.</p> <p>In Year 11 we had a year in which a significant number of students had issues that effected their learning,</p> <p>One student was excluded from college and therefore did not pass.</p> <p>We had three students effected by anxiety and with help of the Mental Health Team they were able to return the college. However, they did not have enough time to pass the year.</p> <p>We also introduced the mentoring programme which enabled students to achieve a good number of credits from outside providers. This meant that they were able to pass the year.</p>	<p>The achievement rates are steady in Year 11 and climbing in Year 12 AND 13.</p> <p>We need to ensure that that we are building capacity in our staff to have the conversations with our students about progress.</p> <p>We need to individualise learning programs and be adaptable to suit student's needs.</p> <p>Look for opportunities for students to explore vocational pathways.</p> <p>Encourage staff and students to expect excellence and higher achievement.</p> <p>Increase the number of students that have the choice for going to university.</p>	
	Year 11 (Level 1)	53.7%	78.7%	61.3%	71.1%	70%			
	Year 12 (Level 2)	76.9%	74.2%	79.5%	73.1%	70.0%			
	Year 13 (Level 3)	57.0%	74.1%	36.8%	50.0%	76.5%			
	<b>Ethnicity</b>								
	Year 11 (Level 1)								
	Ethnicity	2015	2016	2017	2018	2019			
	Māori	60.0	71.4	41.2	78.3	62.5			
	European	59.3	95.8	70.6	74.1	71.4			
	Pacific Peoples	100	50	-	50	100			
	Asian	-	-	-	-	100			
	Other Ethnicity	66.7	75	100	50	100			
	Year 12 (Level 2)								
	Ethnicity	2015	2016	2017	2018	2019			
	Māori	64.7	66.7	80.0	60.0	66.7			
	European	77.8	80.0	91.7	83.3	78.3			
Pacific Peoples	0.0	0.0	50.0	0.0	0.0				

<p>A larger proportion of students attended trades academy.</p> <p>Offered mental health services to students.</p> <p>Progress grades were introduced for effort and progress.</p> <p>Improved out approach to attendance.</p>	Asian	100.0	0.0	0.0	0.0	0.0	<p>The d</p> <p>In Years 12 and 13 our results are demonstrating an upward trend in both overall and ethnicity. This is very pleasing as we are putting a lot of effort in these two year groups.</p> <p>A large number of students attending trades academy and other outside providers has led to them been assured of completing their qualifications</p>	<p>Look for wars to engage our Maori students in learning.</p>
	Other Ethnicity	100.0	100.0	50.0	100.0	100.0		
	Year 13 (Level 3)							
	Ethnicity	2015	2016	2017	2018	2019		
	Māori	37.5	69.2	8.3	33.3	60.0		
	European	71.4	73.7	50.0	63.6	100.0		
	Pacific Peoples	0.0	0.0	0.0	0.0	0.0		
	Asian	0.0	100.0	0.0	0.0	0.0		
	Other Ethnicity	62.5	100.0	0.0	0.0	100.0		

### Planning for next year:

Next year we will:

- Strengthen the monitoring systems for student progress through the year.
- Seek opportunities for students to explore different vocational pathways.
- Encourage and expect excellence
- Support Whanau in supporting their student.
- Create individual learning programs for our seniors.

<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>This year we had a major change in school leadership with 2 new HOD's been appointed and a significant number of staff.</p> <p>We were part of the ALL program and have received hours for Numeracy support.</p> <p>We also ensured that Year 7 &amp; 8 had a smaller number of teachers and these meant that both English and Social Studies were combined.</p> <p>We monitored progress throughout the year through the SENCO and Hof's.</p>	<b>Year 7 English Priority Students</b>				<p><b>Year 7 English</b></p> <p>The bulk of our year 7 students are working at Curriculum Level 3 and we now are looking to accelerate these students in Year 8. With the push in 202 to create whole cohort/school data sets this will be help with the report of our students progress.</p> <p>In summary, we have demonstrated the ability to accelerate some students, however, there is still work to be done. This work involves all teacher identifying priority students and</p>	<p>We have to make sure that the best staff are recruited and staff the junior school.</p> <p>Strengthen the data collection and application to inform teaching and learning.</p> <p>Planning must include differentiation.</p> <p>Priority students must be planned for.</p> <p>We need to develop a culturally responsive curriculum.</p> <p>Create consistency in expectations around student achievement.</p>
	Number of Students	No Progress	Normal Progress	Accelerated		
	24	10	7	7		
	<b>Gender</b>					
	Male	5	4	5		
	Female	5	3	2		
	<b>Ethnicity</b>					
	European	5	4	2		
	Maori	5	3	3		
	Pacifica	-	1	1		
Other	-	-	1			

We introduced this year reporting on Progress and Effort.

There was struggles in staffing mathematics and this led to some year 9 students suffering in their progress.

### Year 7 Mathematics Priority Students

24	4	8	12
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#### Gender

Male	2	5	7
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Female	2	3	5
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#### Ethnicity

European	1	3	5
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Maori	3	4	5
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Pacifica			2
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Other	-	1	-
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### Year 8 English Priority Students

Number of Students	No Progress	Normal Progress	Accelerated
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8	4	4	-
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#### Gender

Male	-	1	-
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Female	4	3	-
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#### Ethnicity

European	1	-	-
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planning to meet their needs.

### Year 7 Math

The confidence in the assessment of these students is high and we have demonstrated that we have been more consistent in the ability for us to move forward a significant number of our students. Further assistance through our Mathematic PDL should see the results in 2020.

### Year 8 English

5 students were accelerated in 2019, however, none of these students were the Priority Students, 4 priority students showed some progress. This demonstrates work is needed in the acceleration of our students. With the gaps in the OTJ data it is difficult to judge the progress throughout the year. However, the final OTJ data demonstrates that just under half of all students are working at the chronological



Maori	2	4	-	<p>curriculum level of 4 or above.</p> <p><b>Year 8 Mathematics</b></p> <p>This year group has shown good progress throughout 2019. With students showing accelerated progress, including Priority Students.</p> <p>We do still have a tail below the expected Curriculum Level at Year 8. With a third of the group achieving Curriculum Level 4 or above.</p> <p>This is a concern and we will need to make sure acceleration occurs for this group in 2020.</p> <p><b>Year 9 English</b></p> <p>Better results are for the students in English. Students have demonstrated accelerated progress in 2019, with 9 students of this group been Priority. We have the majority of the students working at or above their curriculum level.</p>
Pacifica	-	-	-	
Other	1	-	-	
<b>Year 8 Mathematics Priority Students</b>				
Number of Students	No Progress	Normal Progress	Accelerated	
8	3	2	3	
<b>Gender</b>				
Male	-	-	1	
Female	3	2	2	
<b>Ethnicity</b>				
European	-	1	-	
Maori	2	1	3	
Pacifica	-	-	-	
Other	1	-	-	
<b>Year 9 English Priority Students</b>				
Number of Students	No Progress	Normal Progress	Accelerated	
18	4	4	9	
<b>Gender</b>				

Male	-	3	4	<p>The disparity between the two subjects has shown the impact of the staffing issues we had in 2019. These have been rectified for 2020. The expectation is that there will be a greater improvement in 2020.</p> <p><b>Year 9 Mathematics</b></p> <p>Students have made accelerated progress, with 2 being priority students. There are a very little number of students working at or above their expected Curriculum Level based on their chronological age. This data demonstrates the need for the PDL to continue and SAF involvement in the department to ensure better success in 2020.</p> <p><b>Year 10 English</b></p> <p>Students made accelerated progress in English, with 2 of these students being priority students. With the exception of 4 students, the reminder of the class has made progress against the New Zealand Curriculum. Even there</p>
Female	4	1	5	
Ethnicity				
European	1	1	2	
Maori	2	2	7	
Pasifica		1		
<b>Year 9 Mathematics Priority Student</b>				
Number of Students	No Progress	Normal Progress	Accelerated	
18	12	4	2	
Gender				
Male	6	-	2	
Female	6	4	-	
Ethnicity				
European	2	2		
Maori	9	2	2	
Pasifica	1			
<b>Year 10 English Priority Students</b>				
Number of Students	No Progress	Normal Progress	Accelerated	

	7	2	3	2	<p>has been progress in this class for the significant majority we would like to see further acceleration for the Priority Students.</p> <p>We will be giving a professional learning programme this year with the emphasis on differentiation with the class, better use of data to inform teaching and learning.</p> <p>The other concern is that we are not accelerating our student in the higher achievement band. The school wide focus on differentiated lessons swill improve the outcomes for all students.</p> <p><b>Year 10 Mathematics</b></p> <p>Of the Students in the class, 2 made accelerated progress. These were both priority students,</p>
	<b>Gender</b>				
	Male	1	1	-	
	Female	1	2	2	
	<b>Ethnicity</b>				
	European	1	1	1	
	Maori	1	2	1	
	<b>Year 10 Mathematics Priority Students</b>				
	Number of Students	No Progress	Normal Progress	Accelerated	
	7	3	2	2	
	<b>Gender</b>				
	Male	1	1	-	
	Female	2	1	2	
	<b>Ethnicity</b>				
	European	2	1	-	
	Maori	1	1	2	

		<p>however one of these results suggest that there was an initial error in the baseline data as 11 curriculum sub-levels in a year is not a typical acceleration profile. Of the other 5 priority students, only 2 made progress against the curriculum with the remainder making no progress.</p> <p>The majority of the class made no progress in this subject. This is of a major concern to us and we hope to rectify this by a change in teaching personnel, direct professional development in the collection and analysis of learning data for the Head of Department.</p>	
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**Planning for next year:**

- Staff PDL on using student data.
- Regularly monitor progress of priority students and the planning of curriculum to ensure consistency.
- Review curriculum and create a consistent approach to planning
- Ensure trained and effective staff are teaching in the year 7 to 10 area