



**Rangiora High School  
Te Kura Tuarua o Rangiora**

**ANALYSIS OF VARIANCE 2017**

## Strategic Priority 2016-2019

The strategic priority for Rangiora High School is to improve and enhance engagement in meaningful and relevant learning for every student with a strong focus on students who are 'at risk' of not achieving to their potential. We want to see students profoundly engaged in learning and through this engagement to have them experience success and gain achievement in qualifications so that they can effectively transition to further learning and training. At the heart of our vision and at the centre of our work are Rangiora High School students and we want the very best for them.

Our challenge is to raise the achievement of students in NCEA with particular emphasis on

1. Increasing the number of student leavers with NCEA Level 3
2. Increasing the number of student leavers with NCEA Level 2
3. Improving male student leaver attainment in NCEA Level 3
4. Improving Māori student leaver attainment in NCEA Level 3

## Strategic Challenges

1. We challenge ourselves to have 60% (217/362) of our student leavers attaining NCEA Level 3 by the end of 2019.

2016		2017	
No. of student leavers with NCEA level 3	%	% of students.	% point shift
154/362	42.5%	66%	23.5%
<b>Targets</b>			
<ol style="list-style-type: none"> <li>1. To raise the retention of the Year 13 cohort by a minimum of 50% or 104 additional Year 13 students by the end of 2019. At the end of 2017 the retention for Year 13 students was 263 students (92.9%).</li> <li>2. To improve the gender balance of the retained Year 13 cohort to reflect the balance of the cohort in the previous year by the end of 2019. At the end of 2017 the gender balance in Year 13 was 54% females (121 students) and 46% males (103students).</li> <li>3. To raise the transition of the Year 13 cohort of students into advanced tertiary learning or training (Levels 4-7+) from 34.3% (125 students) in 2014 to 55% (200 students) by the end of 2019. At the end of 2017, 24% of Year 13 students (53 students ) transitioned to Tertiary learning or training (23 of those to university).</li> </ol>			

2. We challenge ourselves to have 90% (326/362) of our student leavers with NCEA Level 2 as the minimum qualification they attain by 2019.

2016		2017	
No. of student leavers with NCEA level 2	%	No. of students.	% point shift
289/362	80.1%	287/342	3.8%
<b>Targets</b>			
<ol style="list-style-type: none"> <li>1. To raise the achievement in NCEA Level 2+ to 90% (289 students) for all school leavers by the end of 2019 as the minimum qualification students attain. At the end of 2017, 243 student leavers achieving NCEA Level 2 (98.4 %).</li> </ol>			

- To raise the transition rate across Year 12 to Year 13 from 73% (271 students) in 2015 to 95% (352 students) of the Year 12 cohort by the end of 2019. At the end of 2017 the transition rate from Year 12 to Year 13 was 85% of the Year 12 cohort (258/305 students).

- We challenge ourselves to have at least 60% (110/183) of our male student leavers attaining NCEA Level 3 by 2019.

2016		2017	
No. of male student leavers with NCEA level 3	%	No. of students.	% point shift
61/183	33.3%	71/117	27.4%

#### Targets

- To raise the achievement of 49 additional male students in gaining NCEA Level 3 providing a total of 110 male students leaving with the NCEA Level 3 qualification by the end of 2019. At the end of 2017, 70 male students had gained NCEA Level 3 (an additional 9 students - a 15% increase).
- To raise the retention of the Year 13 male cohort by a minimum of 20% or 44 additional Year 13 male students by the end of 2019. There were 147 male students enrolled at Rangiora High School at the beginning of 2017, 103 male students completed the year – a retention rate of 70 %.
- To improve the gender balance of the retained Year 13 cohort to reflect the balance of the male cohort in the previous two years by the end of 2019. We intend to raise the transition of the Year 13 cohort of male students into advanced tertiary learning or training (Levels 4-7) from 52.2% (177 students) in 2014 to 70% (239 students) by the end of 2019. Male students will represent 50% of this target number. At the end of 2017, 30% of Year 13 male students (31 male students ) transitioned to Tertiary learning or training (23 to university).

- We challenge ourselves to have at least 60% (17/28) of our Māori student leavers with NCEA level 3 by 2019.

Current state		2017	
No. of Māori student leavers with NCEA level 3	%	No. of students.	% point shift
9/28	32.1%	21/22	0.3%

## Targets

1. To raise the achievement of 8 additional Māori students in gaining NCEA Level 3 providing a total of 17 Māori students leaving with the NCEA Level 3 qualification by the end of 2019. At the end of 2017 8 Māori students had gained NCEA Level 3 (an additional 1 Māori student - a 11% decrease).
2. To raise the retention of the Year 13 Māori cohort by a minimum of 90% or 20 additional Year 13 Māori students by the end of 2019. There were 22 Māori students enrolled at Rangiora High School at the beginning of 2017, 20 Māori students completed the year – a retention rate of 90%.
3. To improve the gender balance of the retained Year 13 Māori cohort to reflect the balance of the Māori cohort in the previous year by the end of 2019. At the end of 2017 the gender balance in Year 13 was 65% Māori females (13 students) and 35% Māori males (7 students). Compared with the 2016 gender balance in Year 12 of 50% Māori females (8 students) and 50% Māori males (8 students).
4. To raise the transition of the Year 13 cohort of Māori students into advanced tertiary learning or training (Levels 4-7) from 35.7% (10 Māori students) in 2014 to 70% (23 Māori students) by the end of 2019. At the end of 2017 60% of Year 13 Māori students (3 male students) transitioned to Tertiary learning or training.

**Strategic Priority:** To improve student engagement in meaningful and relevant learning to address student under-achievement and retention in their programmes of learning.

Aim
By the end of 2017 all students will have access to inclusive, equitable and relevant learning opportunities.

Objectives	At the end of 2017	Targets	At the end of 2017
1. Review the structure, staffing and budgets of the Rangiora High School faculties to establish a sustainable faculty structure that aligns with the school's strategic direction.	<ul style="list-style-type: none"> <li>▪ Review underway. Issues identified.</li> <li>▪ Leaders introduced to and adopted principles of:               <ul style="list-style-type: none"> <li>○ Sustainable budgeting</li> <li>○ Strategic goals determining budget allocations and spending</li> </ul> </li> <li>▪ School systems and procedures aligned to strategic goals e.g. PLD</li> </ul>	1. A revised faculty structure aligned to the school's strategic direction adopted by August 2017.	<ul style="list-style-type: none"> <li>▪ Review delayed to 2018. Delayed due to appointment of new Principal.</li> </ul>
2. Establish an agreed financial model for the equitable allocation of resourcing (including staffing) and accountability of faculty funding.	<ul style="list-style-type: none"> <li>▪ Baseline data gathered and shared with the Commissioner and Middle leaders to inform next steps in 2018.</li> <li>▪ Financial Delegations template reviewed.</li> </ul>	2. A per student funding formula adopted as the basis of faculty budgets by September 2017.	<ul style="list-style-type: none"> <li>▪ The reasons for per student, funding formula model presented to Middle leaders and agreed upon. With a view to consultation and implementation in 2018.</li> </ul>
3. Create a data collection and analysis framework based on faculty performance in: student engagement; qualifications offered and achieved; the suitability of the programmes offered; and pathways and transitions within school and beyond.	<ul style="list-style-type: none"> <li>▪ Draft Faculty Reporting template agreed upon for implementation in 2018               <ul style="list-style-type: none"> <li>○ Goal setting</li> <li>○ NCEA analysis</li> </ul> </li> <li>▪ Initial discussions held re consistency across learning areas in how they use curriculum leads to report.</li> </ul>	3. By the end of 2017, 75%+ students in every subject will achieve the minimum credits (Level 1 – 14; Level 2 – 10; Level 3 – 12) to contribute to their national certificate.  4. Student credit performance will be a key indicator in every teacher's appraisal and a factor for focusing their learning as inquiry.	<ul style="list-style-type: none"> <li>▪ Not achieved. Target built into 2018 Faculty Report and 2018 Annual Plan.</li> <li>▪ Tracking system of NCEA achievement and engagement of each student developed and trialled in terms 3 and 4 2017. To be further enhanced and extended to the junior school in 2018.</li> </ul>

			<ul style="list-style-type: none"> <li>Spirals of Inquiry adopted as 'teaching as inquiry' model in 2018 informing new appraisal system to be adopted from 2018.</li> </ul>
4. Align policies with the strategic plan and the outcomes of the faculty review.	<ul style="list-style-type: none"> <li>Board policies aligned with strategic goals. 2018 Annual plan aligned with strategic goals to provide work plans for each portfolio moving forward.</li> </ul>	5. Reviewed and revised policies relating to student numbers, class sizes, performance targets, funding models and formulae.	<ul style="list-style-type: none"> <li>Timetabling Policy updated.</li> <li>Timetabling Guidelines written.</li> <li>RHS Financial Administration Policies and Procedures Manual updated.</li> </ul>

## Evaluation of Implementation / Actions

Actions to Achieve Targets	Outcomes – What happened	Reasons for Variance (Why did it happen?)	Evaluation (Where to next?)
<p>Undertake a comprehensive faculty review</p> <p>Presenting to and working with HoFs on the adopted recommendations.</p> <p>Review of performance against targets</p>	<p>Completed report with recommendations for the Commissioner, the SLT and Principal at the end of term 2 2017.</p> <p>Achievement findings presented to Middle Leaders including the HoFs 31 July 2017.</p> <p>Goals set by HoF. Targets set by Education Consultant and SLT.</p> <p>Faculty performance reports incorporated reporting across common targets set for all learning areas.</p>	<p>MoE SAF Facilitator began work with two faculties to develop capability and capacity to set performance targets and monitor internally Faculty / subject / student performance against targets.</p>	<p>Plan of work for 2018 agreed upon – by the end of 2018 all HoFs have developed / reviewed Faculty tracking systems.</p> <p>2018 Teachers' 'Spirals of Inquiry' to be informed by and work toward achieving performance targets as identified in the 2018 annual plan and Puketeraki Kāhui Ako Plan.</p>

**Strategic Priority:** To improve student engagement in meaningful and relevant learning to address student under-achievement and retention in their programmes of learning.

Aim
By the end of 2017 more Māori students will leave with higher qualifications in NCEA L2 and NCEA L3 than in 2016.

Objectives	At the end of 2017	Targets	At the end of 2017
1. Identify and track students.	<ul style="list-style-type: none"> <li>▪ Students at risk identified by HOFs tracked and supported by a variety of strategies e.g.               <ul style="list-style-type: none"> <li>○ Individual self-paced learning programmes using google classroom / Hapara workspace, reduced / variety of assessments</li> <li>○ Boys' class English Level 1 and Level 2</li> <li>○ Senior Support Programme in Mathematics (in consultation with whānau)</li> <li>○ Learning Assistants to support ESL students</li> <li>○ Regular communication with parents</li> <li>○ Māori students placed on Ngai Tahu Farms.</li> </ul> </li> <li>▪ Contextual learning opportunities developed e.g. Media Design published in magazine format</li> <li>▪ Whole school Tracking System implemented for Years 11-13.</li> </ul>	1. 43% of Māori leavers will gain NCEA L3.	<ul style="list-style-type: none"> <li>▪ 31.8% of Māori leavers gained NCEA L3.</li> </ul>

<p>2. Develop connections between primary schools.</p>	<ul style="list-style-type: none"> <li>▪ Rangiora High School is a member of the Puketeraki Kahui Ako. The Acting Principal has been an active member of the Management team strengthening our connections with the contributing primary schools.</li> <li>▪ Two Rangiora High School staff have been appointed as Across School Lead Teachers and will work with their primary colleagues across all 19 schools in 2018.</li> </ul>	<p>2. 75% of Māori leavers will gain NCEA L2.</p>	<ul style="list-style-type: none"> <li>▪ 75% of Māori students gained NCEA L2.</li> </ul>
<p>3. Engage with whānau.</p>	<ul style="list-style-type: none"> <li>▪ Two whānau hui held on 11 April and 13 November 2017.</li> <li>▪ A commitment has been made to hold termly Whānau hui in 2018.</li> </ul>	<p>3. 90% of all Māori students will complete five years of secondary education.</p>	<ul style="list-style-type: none"> <li>▪ To be confirmed when leavers data is available from MOE.</li> <li>▪ Hui dates calendared for each term 2018.</li> </ul>
<p>4. Build staff capacity in cultural responsiveness.</p>	<ul style="list-style-type: none"> <li>▪ There is a team of 10 staff leading the Kia Eke Panuku project.</li> <li>▪ 50 staff have been involved in shadow coaching to build cultural and relationally responsive pedagogies.</li> <li>▪ Rongohia Te Hau – self review involving observation, student, teacher and Whānau feedback has seen a greater adoption of these pedagogies.</li> </ul>	<p>4. 100% of Māori leavers will transition into employment and / or training.</p>	<ul style="list-style-type: none"> <li>▪ To be confirmed when leavers data is available from MOE.</li> </ul>
<p>5. Develop Māori Strategic Education Plan.</p>	<p>The Māori Strategic Education Plan has been written and consultation will take place in February 2018.</p>		



## Evaluation of Implementation / Actions

Actions to Achieve Targets	Outcomes- What happened	Reasons for Variance (Why did it happen?)	Evaluation (Where to next?)
Strengthen delivery of Te Reo and upskill staff skill and use of Te Reo Māori.	<ul style="list-style-type: none"> <li>▪ Staff practice Waiata weekly at Wednesday briefing.</li> <li>▪ Weekly Kia Eke Panuku SC team meetings to monitor and plan next steps.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Five staff observations and evidence to accelerate feedback.</li> </ul>	<p>34 staff enrolled in a range of Te Reo Māori courses offered through the Wānanga in 2018.</p>
Identify priority learners.	<ul style="list-style-type: none"> <li>▪ Analysis of entry data, eAssTTLe testing.</li> <li>▪ Students identified.</li> <li>▪ Referrals to relevant agencies made where appropriate.</li> <li>▪ Reported to Principal through Student of Concern register.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Data received from contributing schools can still have inconsistency when compared to CEM data.</li> <li>▪ Internal school systems to be reviewed.</li> </ul>	<p>Review of priority learner assistance department timetabled for term 2, 2018. External expert to be employed with a view to inform next steps in development of the school wide priority learner programme.</p>
Identify Year 11 Māori students and match with a SLT, House staff member to track and support.	<ul style="list-style-type: none"> <li>▪ Year 11 Māori students matched with mentor staff.</li> <li>▪ Staff have worked with students to set goals and are monitoring KAMAR NCEA entries.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Informal conversations held each term.</li> <li>▪ DP Connected Curriculum monitored achievement.</li> </ul>	<p>To be built into the school wide tracking system – staff will be provided with information and training to support work.</p>
Identify students at risk of not achieving NCEA/ not tracking well.	<ul style="list-style-type: none"> <li>▪ Data shared with Deans, students and Whānau, mentor.</li> <li>▪ Support/catch up opportunities provided for students at risk of not achieving NCEA/ not tracking well by teachers, some Faculties.</li> <li>▪ Development of the School wide tracking system of achievement began in term 3 with the assistance of the SAF Facilitator.</li> <li>▪ Catch-up school offered in term 4 when students on study leave.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Calendared track periods across the year needed to be implemented.</li> <li>▪ Understanding of tracking needs to be strengthened – both by Faculties and Across the School.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Track system to be extended in 2018 to include:               <ul style="list-style-type: none"> <li>○ Junior School</li> <li>○ PB4L / pastoral entries</li> <li>○ Students tracking own achievement including senior students tracking NCEA literacy, numeracy, endorsements</li> <li>○ Learning conversations</li> <li>○ SAF facilitator to work with HOFs to develop next steps.</li> </ul> </li> </ul>

Share and consult with whānau on learning aspirations and share in student success.	<ul style="list-style-type: none"> <li>Whānau hui held on 11 April and 13 November.</li> <li>Consultation re development of Māori Education Plan.</li> <li>Student success acknowledged.</li> </ul>		<ul style="list-style-type: none"> <li>Whānau hui to be held once a term in 2018.</li> <li>Kaiārahi Māori – to consult / conduct surveys to seek student and Whānau input / feedback on learning aspirations.</li> </ul>
Analyse NCEA data; review.	<ul style="list-style-type: none"> <li>Faculty review undertaken by the Education Consultant</li> <li>ARTE Report template developed in term 3</li> <li>Results analysed and provide to the Commissioner Term 3 and 4.</li> </ul>		<ul style="list-style-type: none"> <li>DP Student Success to work with SAF Facilitator to grow capacity and capability across the school to analyse data and develop next steps.</li> <li>Development of communication plan for 2018 to include reporting of NCEA achievement to the community.</li> </ul>
All Year 9s visit Kaiapoi Pa and engage in authentic learning related to our local environment.	<ul style="list-style-type: none"> <li>All Year 9 students visited Kaiapoi Pa and sites of significance – Matauraka Mahaanui mana whenua facilitators.</li> </ul>		
Develop teacher capacity in cultural responsiveness.	<ul style="list-style-type: none"> <li>Cohort of 60 staff observed and shadow coached.</li> <li>Heads of Faculty and middle leaders participate in hui whakarewa.</li> </ul>	<ul style="list-style-type: none"> <li>Rongohia Te Hau undertaken in August. 33 staff observed. While the improvement identified suggests that targeted and specific teaching coaching does work to improve culturally relational pedagogy, the numbers themselves suggest that at any one time 10% of the students are in a pedagogical space with little to no learning occurring.</li> </ul>	<ul style="list-style-type: none"> <li>Whole staff PD at hui whakarewa teacher only day term 1, 2018.</li> </ul>
Develop a Māori Strategic Education plan.	<ul style="list-style-type: none"> <li>A five year plan giving direction for resourcing, provision and protocols.</li> </ul>	<ul style="list-style-type: none"> <li>Planning began week 8 term 3 for a noho marae in November to consult with whānau and learners re Māori Strategic Education Plan.</li> </ul>	<ul style="list-style-type: none"> <li>Present to whānau at hui and report back progress each term.</li> </ul>

**Strategic Priority:** To improve student engagement in meaningful and relevant learning to address student under-achievement and retention in their programmes of learning.

Aim
To provide a connected curriculum for students that is active, relevant, real-world, effective, hands-on, networked, innovative, personal and transformative.

Objectives	At the end of 2017	Targets	At the end of 2017
1. New curriculum model needs changes to pedagogy practice and infrastructures that support learning.	<ul style="list-style-type: none"> <li>▪ Four staff involved in the Grow Waitaha inquiry project to develop collaborative capability and capacity to support the Year 9 and 10 connected curriculum</li> </ul>	<ul style="list-style-type: none"> <li>▪ Year 9, 2017, and Year 9 and 10 in 2018 learning in a connected integrated model in purpose built spaces.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Rakahuri (ILE environment) opened at the beginning of term 2, 2017.</li> <li>▪ Prototype hubs renovated with a focus on acoustics in the 2016/7 Christmas holidays.</li> </ul>
2. Redesign senior curriculum model.	<ul style="list-style-type: none"> <li>▪ Prerequisites for course entry in 2018 have been reviewed.</li> <li>▪ Discussion begun on changes to the timetable model.</li> <li>▪ Application made to extend Gateway numbers in term 3 was unsuccessful.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Senior students can access relevant learning pathways and work across faculty areas.</li> </ul>	<ul style="list-style-type: none"> <li>▪ 11students enrolled in the trial of a connected Year 13 course titled English/Media Design.</li> </ul>
3. Provide professional learning and inquiry for staff.	<ul style="list-style-type: none"> <li>▪ The PLD budget in 2017 was \$93,000</li> <li>▪ Two teacher only days were held:               <ul style="list-style-type: none"> <li>○ On 7 June focusing on development of collaborative capacity to teach the connected curriculum</li> <li>○ On 16 November, led by the Puketeraki Kāhui Ako</li> <li>○ On 22 and 30 November Core Ed days with 60 year 9/10 hub staff.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ Teaching staff support and are confident in delivery of connected curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Analysis of Grow Waitaha projects shows that many schools are working towards a collaborative teaching model, often assisted by new buildings. RHS is well ahead in forms of the scale of adoption.</li> </ul>

## Evaluation of Implementation / Actions

Actions to Achieve Targets	Outcomes - What happened	Reasons for Variance (Why did it happen?)	Evaluation (Where to next?)
Connected Curriculum delivery in Rakahuri in BYOD and open learning environment.	<ul style="list-style-type: none"> <li>▪ Year 9 students based in up to 60 students learning hubs led by two teachers.</li> <li>▪ Connected Curriculum introduced where engagement is developed through relevant and authentic learning experience and beginning Project based learning.</li> <li>▪ The BYOD programme introduced to support teaching and learning.</li> </ul>	<ul style="list-style-type: none"> <li>▪ The autonomy of the six learning hubs led to a variety of different models / trials of different learning experiences and projects.</li> <li>▪ Student, parent / whānau and staff feedback / review used to inform next steps</li> </ul>	<ul style="list-style-type: none"> <li>▪ Using identified best practice to inform development of:                             <ul style="list-style-type: none"> <li>○ the Connected Curriculum;</li> <li>○ the development of pedagogical practice and systems across Rakahuri.</li> </ul> </li> <li>▪ Using the review of reporting, a common assessment model will be agreed upon across Years 9 and 10.</li> </ul>
Review Year 9 Connected Curriculum model.	<ul style="list-style-type: none"> <li>▪ Recommendations for 2018 for sustaining and building on current model for Year 9 and implementation of Year 10 Connected.</li> <li>▪ Designed each Year 10 model for 2018.</li> </ul>		<ul style="list-style-type: none"> <li>▪ Evaluation across Year 9 and Year 10 to inform next steps.</li> </ul>
Share best practice of Connected Curriculum / hubs to all staff.	<ul style="list-style-type: none"> <li>▪ Teaching staff engaged in Professional Development through Learning teams and faculty in preparation for all junior school learning in a Connected Curriculum environment.</li> <li>▪ The Teacher only day held on 7 June 2017 enabled Year 9 teachers to share their learning with the whole staff through a range of presentations and workshops.</li> <li>▪ Through the Grow Waitaha project and 26 visits to Rakahuri best practice shared regionally and nationally in 2017.</li> </ul>		<ul style="list-style-type: none"> <li>▪ 2018 PLD and appraisal programmes based on 'Spirals of Inquiry' model. Enabling staff to work collaboratively with their colleagues from the learning hub that they teach in and also share their learnings with other staff as part of the PLD programme.</li> </ul>
Tracking of junior student achievement	CEM data analysed with a view to identifying and supporting learners who are not achieving.	<ul style="list-style-type: none"> <li>▪ Assessment across Learning areas informed by different interpretation of how to use the curriculum levels.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Next steps to include learning conversations, development of IEPs and monitoring.</li> </ul>

	<ul style="list-style-type: none"> <li>▪ Comprehensive data provided in individual student profiles in KAMAR - linking Year 8 testing data / AssTLe / MidYis data – enabling <ul style="list-style-type: none"> <li>○ The export of data into a comprehensive spreadsheet for analysis across individuals, class, and year group.</li> <li>○ The Staff differentiate learning.</li> </ul> </li> <li>▪ eAstle data analysed with a view to identifying and supporting learners at risk of not achieving NCEA.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Working with MoE Facilitator to develop the skills, pedagogies and tools to conduct learning conversations and develop IEPs.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Three staff are working to develop a school wide system for tracking engagement, achievement and endorsement with a view to 2018.</li> </ul>
<p>Enact school’s strategic goals in ARTE with authentic, relevant curriculum design in senior school including the shape of timetable and assessment.</p>	<ul style="list-style-type: none"> <li>▪ Teacher only day last day of term 2 Vision group started conversation re NCEA Level 1. Initial consultation with staff 12 September.</li> <li>▪ Application to Tertiary Education Commission to increase the number of Gateway places to 50 unsuccessful.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Resourcing and timetable issues identified.</li> <li>▪ Discussion initiated.</li> </ul>	<ul style="list-style-type: none"> <li>▪ 5YA completed – with a view further development of hub areas. Along with timetabling guidelines providing opportunities for Curriculum areas to team-teach and develop ‘packaged curriculum’.</li> <li>▪ Consultation and development of models and implementation plans for: <ul style="list-style-type: none"> <li>○ Learning Advisory model;</li> <li>○ Timetable structure supported senior connected curriculum;</li> <li>○ Development of vocational pathways / programmes in Year 13.</li> </ul> </li> <li>▪ Community consulted on NCEA Level 1 in Semester two.</li> </ul>

## Areas of Focus 2017

Focus Area	Outcomes – what happened?	Evaluation (Where to next?)
<b>Finances</b>	Review of <ul style="list-style-type: none"> <li>▪ Budget and spending</li> <li>▪ Financial systems</li> <li>▪ Financial Administration Policies and Procedures Manual</li> <li>▪ Investment strategy in consultation with reference group (Students, Staff, Parents and Alumni representatives)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Budget – a cash balance</li> <li>▪ SIPO to be completed and presented to the Ministry of Education in 2018 for approval</li> <li>▪ Establishment of Board of Trustee’s Finance Committee</li> </ul>
<b>Governance</b>	Regular review by the Ministry of Education of the intervention	<ul style="list-style-type: none"> <li>▪ Board of Trustees elections to be held on 6 April 2018</li> <li>▪ Canterbury Education Services contracted to run the elections for Trustees</li> <li>▪ New Zealand School Trustees is facilitating               <ul style="list-style-type: none"> <li>○ Community meetings prior to the election</li> <li>○ PLD programme for new Trustees</li> </ul> </li> </ul>
<b>Health and Safety</b>	<ul style="list-style-type: none"> <li>▪ External PLD undertaken by the Deputy Principal Enriched Environment and Assistant Executive Officer informed ongoing development of Emergency Management, Traumatic Incident and Health and Safety documentation</li> <li>▪ Staff informed through staff meetings / briefings and the weekly staff newsletter <i>The Bulletin</i></li> <li>▪ Emergency evacuation practices held at least once a term</li> <li>▪ Annual hazard review and Laboratory Code of Practice in place</li> <li>▪ Electrical testing ongoing throughout the year</li> </ul>	<ul style="list-style-type: none"> <li>▪ Review of Health and Safety procedures and systems embedded through co-opted committee</li> <li>▪ Termly Health and Safety report to Board of Trustees</li> </ul>
<b>Personnel</b>	<ul style="list-style-type: none"> <li>▪ As a member of the Puketeraki Kāhui Ako               <ul style="list-style-type: none"> <li>○ 11 Within School Lead Teachers appointed</li> <li>○ Two staff appointed as Across School Lead Teachers</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ EAP presentation to staff about services available term 1 2018</li> <li>▪ Review of job descriptions to bring in line with new <i>Standards for the Teaching Profession</i></li> <li>▪ Review of structures to reflect developing connected curriculum model and planned timetable changes</li> </ul>

	<ul style="list-style-type: none"> <li>▪ Principal appointed. Employed from the beginning of term 3</li> <li>▪ Wellbeing Committee formed as part of Grow Waitaha PLD Programme</li> </ul>		
<b>Property</b>	<ul style="list-style-type: none"> <li>▪ Rakahuri – a 27 classroom ILE completed.</li> <li>▪ The 5YA plan for 2017 – 2023 completed and approved by the Ministry of Education</li> <li>▪ Planning underway to <ul style="list-style-type: none"> <li>○ Renovate the gymnasiums including weather tightness</li> <li>○ Resurface the courts</li> <li>○ Redevelop the playing fields</li> <li>○ Renovate the prototype hubs for Year 10 use</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ Hub renovation completed by March 2018</li> <li>▪ Courts re-surfacing completed and signed off 25 February; usage from 26 February. Once courts complete, Property Team to add board along norther fence to prevent stones thrown onto courts</li> <li>▪ Review of ventilation in B, C and D blocks. Ventilation solution implemented by the end of term 1 2018</li> <li>▪ Sports fields completed by Term 2 2019</li> <li>▪ Sports facility/Gyms/Hauora Centre – consultation underway</li> <li>▪ Gymnasiums completed by Term 4 2019</li> <li>▪ Library renovation (upgrade plus heating upgrade) – commencing Term 2 holidays 2018, includes asbestos removal, construction period of six months</li> </ul>	
<b>Review</b>	<ul style="list-style-type: none"> <li>▪ Review of reporting</li> <li>▪ Review of year 9 connected curriculum and BYOD implementation</li> <li>▪ Report to ERO end of term 3, 2017</li> </ul>	<ul style="list-style-type: none"> <li>▪ Strategic, Annual and Emergent Review priorities approved by the Commissioner, guiding self-review</li> <li>▪ ERO visit end of term 2, 2018</li> </ul>	
<b>Resources</b>	<ul style="list-style-type: none"> <li>▪ Significant purchases in 2017 included: Oven x2; Yamaha piano; washing machine/dryer; iphone; TV; Combi engine and attachment; tables and stools; whiteboards x2; generator; projector and screen; printers x6</li> </ul>	<ul style="list-style-type: none"> <li>▪ Asset replacement budgets aligned with the Asset Register</li> <li>▪ Asset purchases determined by Strategic and Annual Planning processes</li> <li>▪ Stocktake of Assets to be completed by September, 2018</li> </ul>	
<b>Targeted Funding</b>	<b>Gateway</b>	<ul style="list-style-type: none"> <li>▪ Tertiary Education Commission funded 25 places in 2017</li> </ul>	<ul style="list-style-type: none"> <li>▪ Tertiary Education Commission funded 25 places in 2017</li> </ul>
	<b>Sportsfit</b>	<ul style="list-style-type: none"> <li>▪ In 2017 the school received \$39,470.41 Sportsfit funding which contributed to the employment of two Sports Coordinators</li> </ul>	<ul style="list-style-type: none"> <li>▪ RHS students continue to be actively involved in sports and leisure programmes. They are involved at all levels – beginner to elite.</li> </ul>

	<ul style="list-style-type: none"><li>▪ 51% of students are involved in sport through either sport or house events</li><li>▪ 10 students were selected in NZ representative age group sports teams</li><li>▪ 780 students represented Rangiora High School in 34 codes</li><li>▪ Coaches - 16 staff coaches, three Support Staff coaches; and 44 volunteer coaches from the community</li><li>▪ Other – 31 volunteer mangers from the community and 34 student volunteer coaches/umpires and 28 staff managers (a lot of these were for one-off events</li><li>▪ Additional uniforms were purchased for netball and rugby</li><li>▪ House competitions continue to play an integral part in developing the school’s culture. Year 9 -13 students are actively involved in these events.</li></ul>	
--	---	--



## Glossary

ARTE – Achievement, Retention, Transition, Engagement

EAP – [Employment Assistance Programme](#)

ESL – English as Second Language Learners

Grow Waitaha - [Grow Waitaha](#) is a programme that supports schools through the process of change happening in Canterbury. The goal of Grow Waitaha is to assist schools to achieve pedagogical change in a meaningful and manageable way, with a network of support, and to put learners at the centre of that change.

HoF – Head of Faculty

KAMAR – Student Management System

Kia Eke Panuku – [a professional learning and development programme](#) aimed at improving the engagement, achievement and retention of Māori students

Kia Eke Panuku SC team – Strategic Change Team

KiwiSport – a government funded initiative to support students' participation in organised sport

ILE – [Innovative Learning Environment](#)

[Puketeraki Kāhui Ako](#) – the Rangiora Community of Learning

SIPO – Statement of Investment Priorities and Objectives