



Dargaville High School

# Analysis of Variance for 2023

# Analysis of Variance Reporting 2023



<b>School Name:</b>	Dargaville High School	<b>School Number:</b>	019
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<b>Strategic Aim:</b>	All ākonga are given an equitable opportunity to excel in their learning and in their community.												
<b>Annual Aim:</b>	To raise and sustain NCEA academic achievement.												
<b>Target:</b>	70% of year 13 students eligible for the University entrance qualification will attain the qualification.												
<b>Baseline Data:</b>	<p>NCEA Level 3 University Entrance Achievement Rates based on enrolments (the total number of Year 13 students).</p> <table border="1"> <thead> <tr> <th>Year</th> <th>Year 13 University Entrance Achievement Rates (% and roll based)</th> </tr> </thead> <tbody> <tr> <td>2018</td> <td>37.1%</td> </tr> <tr> <td>2019</td> <td>25.3%</td> </tr> <tr> <td>2020</td> <td>37.1%</td> </tr> <tr> <td>2021</td> <td>33.9%</td> </tr> <tr> <td>2022</td> <td>37.3%</td> </tr> </tbody> </table>	Year	Year 13 University Entrance Achievement Rates (% and roll based)	2018	37.1%	2019	25.3%	2020	37.1%	2021	33.9%	2022	37.3%
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<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>Continued analysis of data and regular tracking of student achievement. Student progress and achievement as a key agenda item in Lead Team meetings and CDF meetings.</li> <li>Academic Mentoring and Academic Interviews.</li> <li>Encouraging learning conversations between staff to be based on academic progress.</li> <li>Reports with a focus on academic progress and next steps.</li> <li>Study Days / workshops in examination weeks enabled timetable flexibility for specific teachers to work with identified students.</li> <li>Students at risk of not achieving were identified and tracked regularly, with support being planned and implemented.</li> <li>Regular reminders at assemblies and Deans assemblies about the importance of always giving your best for assessments.</li> </ul>	<p><b>2023 Provisional Results</b></p> <ul style="list-style-type: none"> <li>Percentage of Year 13 students achieving NCEA University entrance (Roll Based) is 28.1%.</li> <li>Using the provisional results, the goal has not been achieved in 2023, and the percentage of students gaining University Entrance has decreased compared to 2022. These results are the second lowest for the last 5 years.</li> <li>From analysing the students that were eligible for University Entrance in 2023. 27 students were capable of achieving UE and of this group, 21 achieved it, which works out to be 77.8% of students achieving UE.</li> <li>The proportion of students gaining University Entrance increased slightly, when taking into account who is eligible to gain UE. The goal was achieved with 77.8% of students achieving against the goals of 70%.</li> </ul>	<ul style="list-style-type: none"> <li>The percentage of Year 13 students achieving NCEA Level 3 and percentage of students gaining University Entrance decreased compared to 2022.</li> <li>The percentage of students gaining the University Entrance qualification is measured across the whole cohort and a number of students were not aiming for UE or were ineligible to sit UE.</li> <li>These results are provisional and a number of students were able to finish assessment off to gain the NCEA level that they were working on. The final school statistics will show an improvement.</li> <li>Covid-19 related issues had an impact on student achievement, with a number of teachers isolating due to testing positive for Covid as well as students needing to isolate for testing positive.</li> </ul>	<ul style="list-style-type: none"> <li>Identifying the Year 13 students that are eligible to sit University Entrance and monitor their progress more regularly throughout the year.</li> <li>Development of an Assessment Calendar to better oversee “pressure points” for students.</li> <li>More rigorous planning for academic coaching and monitoring progress.</li> <li>Ongoing support from Year 13 Dean, Year 13 form teachers and Careers Advisor.</li> <li>Initial subject confirmation interviews to ensure that students have an appropriate course.</li> <li>Study classes during school examination weeks.</li> <li>Communicate consistently and accurately with parents regarding progress of students towards their goal.</li> <li>Continue to inform parents and students regarding what is needed to achieve University Entrance through various methods, including the school newsletter and website.</li> <li>Working to provide contextual and cohesive pathways for students to have the ability to complete University Entrance.</li> </ul>
<b>Planning for next year:</b>			
Continuing to track and closely monitor student achievement towards NCEA University Entrance within the broader NCEA goal..			

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<b>Strategic Aim:</b>	All ākonga are given an equitable opportunity to excel in their learning area and in their community.																				
<b>Annual Aim:</b>	To raise and sustain NCEA academic achievement.																				
<b>Target:</b>	Improve NCEA Level 2 endorsements to at least 15% of the Year 12 cohort achieving a Merit endorsement and at least 10% of the cohort achieving an Excellence endorsement.																				
<b>Baseline Data:</b>	NCEA Level 2 endorsement rates based on enrolments (the total number of Year 12 students).																				
	<table border="1"> <thead> <tr> <th>Year</th> <th>Percentage of Year 12 students achieving a Merit endorsement (roll based)</th> <th>Percentage of Year 12 students achieving an Excellence endorsement (roll based)</th> </tr> </thead> <tbody> <tr> <td>2018</td> <td>9.5%</td> <td>12.5%</td> </tr> <tr> <td>2019</td> <td>17.2%</td> <td>3.1%</td> </tr> <tr> <td>2020</td> <td>13%</td> <td>0%</td> </tr> <tr> <td>2021</td> <td>18.9%</td> <td>3.8%</td> </tr> <tr> <td>2022</td> <td>9.8%</td> <td>1.6%</td> </tr> </tbody> </table>			Year	Percentage of Year 12 students achieving a Merit endorsement (roll based)	Percentage of Year 12 students achieving an Excellence endorsement (roll based)	2018	9.5%	12.5%	2019	17.2%	3.1%	2020	13%	0%	2021	18.9%	3.8%	2022	9.8%	1.6%
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<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>Continued analysis of data and regular tracking of student achievement. Student progress and achievement as a key agenda item in Lead Team meetings and CDF meetings.</li> <li>Academic Mentoring and Academic Interviews.</li> <li>Use of exemplars by teachers to illustrate the requirements needs to gain an endorsement.</li> <li>Learning conversations between staff based on academic progress.</li> <li>Reports and Academic Interviews focussing on academic progress and next steps.</li> <li>Study Days in Examination weeks enabled timetable flexibility for specific teachers to work with identified students.</li> <li>Students at risk of not achieving were identified and tracked regularly, with support being planned and implemented.</li> <li>Individual cohesive and contextual programmes being developed by Careers / Gateway staff.</li> <li>Recognising student success at assemblies.</li> </ul>	<p><b>2023 Provisional Results</b></p> <ul style="list-style-type: none"> <li>16.1% of Year 12 students achieved Level 2 with a Merit Endorsement.</li> <li>1.8% of the Year 12 students achieved Level 2 with an Excellence Endorsement.</li> </ul> <ul style="list-style-type: none"> <li>Using the provisional results, the goal has been partially achieved. The percentage of students gaining a Merit Endorsement increased, and at 16.1% is above the 15% goal. The percentage of Year 12 students achieving NCEA Level 2 with an Excellence endorsement, increased slightly but at 1.8%, falls short of the 10% target.</li> </ul>	<ul style="list-style-type: none"> <li>Covid-19 related issues have continued to have an impact on student achievement, such as students needing to isolate for testing positive.</li> <li>A number of students focussed on 'getting across the line' and not necessarily concerned about getting an endorsement.</li> </ul>	<ul style="list-style-type: none"> <li>Continuing having achieving endorsements for NCEA (Level 2) as a NCEA goal.</li> <li>Monitor student progress throughout the year, with teachers monitoring progress in their subject and Dean monitoring progress towards NCEA Level endorsements.</li> <li>Academic mentoring and academic interviews are being strengthened this year to ensure robust goals are set and reviewed regularly, being updates if necessary.</li> <li>Teachers having high expectations of student achievement and covering the content knowledge / skills to enable students to gain endorsements.</li> <li>Teachers making use of NCEA exemplars and sharing these with students to see what is needed to gain an endorsement for an achievement standard.</li> <li>Preparing students for external examinations by offering study sessions and teaching study skills.</li> <li>Celebrating student success in assemblies and in school media.</li> </ul>
<b>Planning for next year:</b>			
Continue to focus on improving the percentage of students gaining an endorsement, within the broader NCEA goal.			

# Analysis of Variance Reporting 2023



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<b>Strategic Aim:</b>	All ākonga are given an equitable opportunity to excel in their learning area and in their community.												
<b>Annual Aim:</b>	To raise and sustain NCEA academic achievement.												
<b>Target:</b>	75% of Year 11 Māori students will achieve NCEA Level 1.												
<b>Baseline Data:</b>	<p>Previous Percentage of Māori students attaining NCEA Level 1:</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>Year</th> <th>Achievement Rates for Māori Students Level 1 NCEA (% and roll based)</th> </tr> </thead> <tbody> <tr> <td>2018</td> <td>56.1%</td> </tr> <tr> <td>2019</td> <td>46.3%</td> </tr> <tr> <td>2020</td> <td>53.5%</td> </tr> <tr> <td>2021</td> <td>65.9%</td> </tr> <tr> <td>2022</td> <td>49.2%</td> </tr> </tbody> </table>	Year	Achievement Rates for Māori Students Level 1 NCEA (% and roll based)	2018	56.1%	2019	46.3%	2020	53.5%	2021	65.9%	2022	49.2%
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<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>Regular tracking of Year 11 students including the cohort of Māori students.</li> <li>Sharing tracking with Lead Team, CDF and Board meetings.</li> <li>Devising strategies and implementing strategies to assist students needing further support.</li> <li>He Maara Hou mentoring to work with identified Year 11 and Year 12 students.</li> <li>Making use of Loss of Learning funding from the Ministry of Education to provide more directed 1 on 1 support, with a focus on Literacy and Numeracy.</li> </ul>	<ul style="list-style-type: none"> <li>From the 2023 provisional results 38% of Maori students achieved NCEA Level 1 (roll based).</li> <li>When diving further into the data, when comparing the accurate roll list with the number of candidates provided by NZQA, the attainment rises to 55%. There are several students from the cohort, with at least 70 credits, which should be able complete the requirement of 80 during the window NZQA provides for catch up work.</li> <li>Regular tacking of overall progress towards NCEA as well including tracking of Māori students towards NCEA.</li> <li>Mentors working with Year 11 and Year 12 students, with a focus on Literacy. This was particularly positive. From this, the percentage of students gaining the Literacy and Numeracy requirements increased.</li> </ul>	<ul style="list-style-type: none"> <li>Covid-19 related issues had an impact on student achievement, such as students needing to isolate for testing positive.</li> <li>Having a number of students that had left our school, staying entered for NCEA Level 1. The number involved in this situation had a major impact on the statistics at Year 11.</li> <li>Mentors working with Year 11 and Year 12 students, with a focus on Literacy and Numeracy. This was particularly positive.</li> </ul>	<ul style="list-style-type: none"> <li>Continue to focus on attainment of NCEA Level 1 for our Year 11 Māori cohort.</li> <li>Building further connections with contributing schools to identify foci areas and work collaboratively on these.</li> <li>Reporting progress to Board, Lead Team, HODs, Deans and staff.</li> <li>Inform parents / whānau of the importance of regular attendance and completing all the assessments offered.</li> <li>A focus on enhancing goal setting and increasing the effectiveness of the Academic Coaching interviews.</li> </ul>
<b>Planning for next year:</b>			
Continuing the goal of attainment of NCEA Level 1 Māori students in the Level 1 cohort.			

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continued

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<b>Strategic Aim:</b>	All ākonga are given an equitable opportunity to excel in their learning area and in their community.																																		
<b>Annual Aim:</b>	To improve the Literacy and Numeracy Levels in preparation for the new requirements for NCEA, with both being co-requisites.																																		
<b>Targets:</b>	<ul style="list-style-type: none"> <li>75% of Year 9 and Year 10 students improve in their E-asTTle results by at least 2 sub-levels.</li> <li>60% of Year 11 students entered for the Literacy and Numeracy assessments piloted in 2023, will achieve them by the end of the year.</li> </ul>																																		
<b>Baseline Data:</b>	Beginning of the Year E-AsTTle analysis. Note Year 9 tests were completed in November 2022 and the Year 10 tests completed in February / March 2023.																																		
	<table border="1"> <thead> <tr> <th>YEAR TEN</th> <th>Above expected curriculum level</th> <th>Above expected curriculum level</th> <th>Below expected curriculum level</th> </tr> </thead> <tbody> <tr> <td>Mathematics</td> <td>12%</td> <td>10%</td> <td>78%</td> </tr> <tr> <td>Reading</td> <td>16%</td> <td>5%</td> <td>80%</td> </tr> <tr> <td>Writing</td> <td>18%</td> <td>5%</td> <td>76%</td> </tr> <tr> <th>YEAR NINE</th> <th>Above expected curriculum level</th> <th>Above expected curriculum level</th> <th>Below expected curriculum level</th> </tr> <tr> <td>Mathematics</td> <td>17%</td> <td>6%</td> <td>77%</td> </tr> <tr> <td>Reading</td> <td>22.5%</td> <td>16%</td> <td>62.5%</td> </tr> <tr> <td>Writing</td> <td>15%</td> <td>3%</td> <td>83%</td> </tr> </tbody> </table>	YEAR TEN	Above expected curriculum level	Above expected curriculum level	Below expected curriculum level	Mathematics	12%	10%	78%	Reading	16%	5%	80%	Writing	18%	5%	76%	YEAR NINE	Above expected curriculum level	Above expected curriculum level	Below expected curriculum level	Mathematics	17%	6%	77%	Reading	22.5%	16%	62.5%	Writing	15%	3%	83%		
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<ul style="list-style-type: none"> <li>Professional Development with staff on the E-AsTTle test results and possible strategies to integrate into teaching.</li> <li>Trial of different Literacy strategies in English classes, such as A.L.L.</li> <li>Turbo Literacy introduced / trialled during the year, working with selected Year 9 students.</li> <li>Literacy and Numeracy support provided by Year 11 students as well as identified junior students.</li> <li>Academic coaching interviews and parent teacher interviews, including information about Literacy and Numeracy, to encourage parent support.</li> <li>“Write that Essay” professional development for a wide number of staff.</li> <li>Re-assessing student progress by end of year E-AsTTle in mathematics, Reading and Writing.</li> </ul>	<p>The goal set for the year was that 75% of Year 9 and 10 students would improve their results by 2 sub-levels. Moving by 2 sub-levels or more, shows accelerated progress.</p> <table border="1" data-bbox="562 451 1014 770"> <thead> <tr> <th>Year 9</th> <th>%age improving by at least 2 sub-levels.</th> </tr> </thead> <tbody> <tr> <td>Mathematics</td> <td>36%</td> </tr> <tr> <td>Reading</td> <td>22%</td> </tr> <tr> <td>Writing</td> <td>41%</td> </tr> <tr> <th>Year 10</th> <th>%age improving by at least 2 sub-levels.</th> </tr> <tr> <td>Mathematics</td> <td>53%</td> </tr> <tr> <td>Reading</td> <td>17%</td> </tr> <tr> <td>Writing</td> <td>43%</td> </tr> </tbody> </table> <p>The goal for 2023 has not been met for any of the e-AsTTle tests. Movement in results was best for Mathematics at Year 9 (53%).</p> <p>Of the Year 11 cohort:</p> <ul style="list-style-type: none"> <li>50% of Year 11 students achieved the Numeracy co-requisite test.</li> <li>40% of Year 11 students achieved the Reading co-requisite test.</li> <li>40% of Year 11 students achieved the Writing co-requisite test.</li> </ul>	Year 9	%age improving by at least 2 sub-levels.	Mathematics	36%	Reading	22%	Writing	41%	Year 10	%age improving by at least 2 sub-levels.	Mathematics	53%	Reading	17%	Writing	43%	<ul style="list-style-type: none"> <li>A number of different programmes were trialled in 2023 to target students in the junior school.</li> <li>Professional Development involved all staff having an improved understanding of what the e-AsTTle results meant, as well as the analysis.</li> <li>Professional Development included sharing different strategies employed by teachers, for other teachers to use in their classes.</li> <li>A number of students identified in the target group often has inconsistent attendance, which impacted on their progress.</li> <li>This year, the new Numeracy and Literacy co-requisites were a pilot, meaning that students could still gain their Literacy and Numeracy credits through the Unit Standard pathway. This no longer exists from 2024.</li> <li>Although the students may not have successfully completed the Literacy and Numeracy co-requisites, 75.3% achieved Literacy and 79.4% achieved Numeracy. These are both an improvement on the 2022 results.</li> </ul>	<ul style="list-style-type: none"> <li>Retain the emphasis on improving Literacy and Numeracy across the curriculum.</li> <li>Develop and reinforce a schoolwide Literacy strategy</li> <li>Implement A.L.L (accelerated learning in literacy) and ALiM (accelerated learning in mathematics). 3 English teachers and 3 Mathematics teachers have been included in the programmes.</li> <li>Ongoing professional development for staff, both internally and externally sourced.</li> <li>Design a way of tracking progress towards Literacy and Numeracy, including these in the tracking.</li> <li>Sharing Literacy and Numeracy strategies to be used across the curriculum.</li> </ul>
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<b>Planning for next year:</b>																			
Continuing the focus to Literacy and Numeracy, including student progress towards the new NCEA Literacy and Numeracy assessments.																			

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continued



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<b>Strategic Aim:</b>	All ākonga have a sense of belonging and hauora, feeling connected with their identity, language and culture.
<b>Annual Aim:</b>	Belonging and hauora of ākonga are enhanced through strong relationships.
<b>Targets:</b>	The attendance rate for each term is greater than 80% for Year 9 students.
<b>Baseline Data:</b>	<p>Year 9 Attendance 2022:</p> <p>Term 1: 64.6%      Term 2: 63.7%      Term 3: 76.14%      Term 4: 73.83%      Average for year: 69.6%</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>														
<ul style="list-style-type: none"> <li>Regular tracking and monitoring of attendance.</li> <li>Daily texts sent out for students not at school as well as follow-up phone calls.</li> <li>Longer term attendance issues followed up by our engagement officer, who started in Term 3.</li> <li>NETs referrals and follow-up.</li> <li>Ako Taiuoko (on-site alternative education), new in 2023.</li> <li>Check and Connect. A Ministry of Education PB4L initiative to improve student's engagement at school. Started at DHS early in 2023.</li> <li>Ara Tātou continued to look at strategies to support students and staff, particularly with the school values and attendance,</li> <li>Academic coaching interviews and parent teacher interviews, including discussions around attendance.</li> <li>Year 9 transition programme.</li> <li>Peer Support.</li> <li>Regular messages in the newsletter and other ways, about the importance of regular attendance.</li> </ul>	<table border="1" data-bbox="566 272 1014 496"> <thead> <tr> <th colspan="2">Year 9 Attendance</th> </tr> <tr> <th>Term</th> <th>%age attendance</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>74.4</td> </tr> <tr> <td>2</td> <td>74.2</td> </tr> <tr> <td>3</td> <td>74.1</td> </tr> <tr> <td>4</td> <td>74.9</td> </tr> <tr> <td>Overall</td> <td>74.4</td> </tr> </tbody> </table> <p>The goal for 2023 has not been met for any of the terms, with the highest attendance being 74.9%. The average overall attendance throughout the year was in the mid 70% band (74.4%).</p> <p>While the goal was not achieved, the attendance for Year 9 students was overall better than in 2022. Additionally Year 9 attendance for each term was higher in 2023 than 2022.</p>	Year 9 Attendance		Term	%age attendance	1	74.4	2	74.2	3	74.1	4	74.9	Overall	74.4	<ul style="list-style-type: none"> <li>Introducing both the Check and Connect programme as well as employing our own Student Engagement officer have made a big difference. Both of these staff members make regular contact home, including home visits.</li> <li>Covid-19 and other sicknesses, remained a larger factor of absences, within the student body as well as in the staff body.</li> <li>Various other attendance initiatives were utilised in 2023, including students with the best attendance rates being acknowledged.</li> </ul>	<ul style="list-style-type: none"> <li>Retain an emphasis of improving attendance of students. Improved attendance should result in improved student results.</li> <li>Ongoing monitoring of attendance and working with our Student Engagement Officer and agencies to work on possible solutions to improve attendance rates.</li> <li>Continue the 2<sup>nd</sup> year of the Check and Connect programme.</li> <li>Further enhance the relationship with key contributing schools and further develop a transition programme for students attending Dargaville High school, in Year 9.</li> <li>Continuing the messaging about the importance of attending school regularly.</li> <li>Improved role of Ara Tātou team, which has been re vitalised with a new chair and a new coach, as well as new members of the team.</li> </ul>
Year 9 Attendance																	
Term	%age attendance																
1	74.4																
2	74.2																
3	74.1																
4	74.9																
Overall	74.4																

**Planning for next year:**

Continuing to monitor attendance as this is an area where more progress needs to be made.

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continued

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<b>Annual Aim:</b>	Belonging and hauora of ākonga are enhanced through strong relationships.
<b>Targets:</b>	80% of responses for the School wide Climate and Practice sections of the NZCER Wellbeing Survey are either agree or strongly agree.
<b>Baseline Data:</b>	<p>The previous NZCER Student Survey was completed in 2022.</p> <ul style="list-style-type: none"> <li>• In 2020 65% of responses for the Climate and Practice sections for the NZCER Wellbeing Survey were either agree or strongly agree.</li> <li>• In 2022 76.9% of responses for the Climate and Practice sections for the NZCER Wellbeing Survey were either agree or strongly agree.</li> </ul>

<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>• Having a wellbeing focus for staff and students.</li> <li>• A transition programme of students coming into Year 9 at our school.</li> <li>• The Peer Support Programme worked in tandem with the Peer Support Programme.</li> <li>• Having a well-resourced pastoral network, including Form Teachers, Deans, and Guidance staff, a Social Worker in school, 24/7 as well as mentoring and Ako Tautoko. Additionally there are a range of agencies that work in school to support our students.</li> <li>• Ara Tātou committee has continued to meet regularly, with a focus on promoting the positive behaviour of students through our school values.</li> <li>• Regular Principal meeting with the Guidance Counsellor.</li> <li>• Regular Professional Learning on wellbeing issues included as part of the staff meetings.</li> <li>• Access for staff to wellbeing resources, such as EAP and Thrive.</li> </ul>	<ul style="list-style-type: none"> <li>• A random sample of students completed the NZCER Wellbeing survey online, during Term Two.</li> <li>• When analysing the responses, from the survey last year, the agree or strongly agree responses for the Climate and Practice section of the survey was 67.73%.</li> <li>• 4 of the questions had more than 80% of agree or strongly agrees, with the highest having 88% of agree or strongly agrees.</li> <li>• While this is a decrease on the results from 2022 and consequently the goal of 80% was not reached.</li> </ul>	<ul style="list-style-type: none"> <li>• There is a decrease in positive feedback from the NZCER Student Wellbeing survey. The survey took place in the middle of the year and the feedback from the survey was used to set direction for both the Lead Team and the Ara Tātou Team for the remainder of 2023. The focus of the Ara Tātou team was promotion of positive behaviour through the school values. This was successful in raising the profile of the values and acknowledging students meeting or exceeding the values.</li> <li>• Relationships are also important and many staff have built meaningful relationships with students in their classes, which has proven beneficial to the wellbeing of students in those classes.</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to have a wellbeing focus for staff and students.</li> <li>• Working closely with contributing schools to review and update the transition process. This includes Year 12 students building connections with Year 8 students at the Intermediate School.</li> <li>• Bullying Free NZ strategies to be incorporated around the school.</li> <li>• Building the role of the Ara Tātou team, including restorative PLD with staff. The team has a new chair and new coach, as well as several new members.</li> <li>• Raising the status of peer support, working with Year 13 students to mentor Year 9 students.</li> <li>• Working closely with staff of the pastoral network and further enhancing the role of the agencies that interact in our school.</li> <li>• Continuing the Principal and Guidance Counsellor meetings.</li> <li>• Professional Learning on wellbeing issues included as part of the staff meetings.</li> <li>• Sharing wellbeing resources with staff as well as wellbeing opportunities.</li> </ul>
<b>Planning for next year:</b>			
Continuing to have a focus on wellbeing – both for the staff and for the students.			

# Analysis of Variance Reporting 2022

continued



<b>School Name:</b>	Dargaville High School	<b>School Number:</b>	019
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<b>Strategic Aim:</b>	Acknowledging ākonga as kaitiaki of the past, present and future.																																			
<b>Annual Aim:</b>	A phased approach to developing a local curriculum, acknowledging local knowledge, people and skills.																																			
<b>Target:</b>	<ul style="list-style-type: none"> <li>90% of Year 9 students will gain the end of year Junior Diploma with an achieved or higher.</li> <li>The attendance rate for each term is greater than 90% for Year 9 students.</li> </ul>																																			
<b>Baseline Data:</b>	Junior Diploma with achieved or higher: <table border="1" data-bbox="501 1070 1099 1233"> <thead> <tr> <th>Year</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>2019</td> <td>73%</td> </tr> <tr> <td>2020</td> <td>80%</td> </tr> <tr> <td>2021</td> <td>71%</td> </tr> <tr> <td>2022</td> <td>69%</td> </tr> </tbody> </table>	Year	Percentage	2019	73%	2020	80%	2021	71%	2022	69%	Year 9 Attendance for 2020 to 2022 <table border="1" data-bbox="1176 1013 1944 1208"> <thead> <tr> <th rowspan="2"></th> <th colspan="3">Percentage Attendance</th> </tr> <tr> <th>2020</th> <th>2021</th> <th>2022</th> </tr> </thead> <tbody> <tr> <td>Term 1</td> <td>81%</td> <td>74.4%</td> <td>64.6%</td> </tr> <tr> <td>Term 2</td> <td>75.7%</td> <td>72.4%</td> <td>63.7%</td> </tr> <tr> <td>Term 3</td> <td>76.1%</td> <td>68.7%</td> <td>76.14%</td> </tr> <tr> <td>Term 4</td> <td>70%</td> <td>62.6%</td> <td>73.73%</td> </tr> </tbody> </table>			Percentage Attendance			2020	2021	2022	Term 1	81%	74.4%	64.6%	Term 2	75.7%	72.4%	63.7%	Term 3	76.1%	68.7%	76.14%	Term 4	70%	62.6%	73.73%
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<ul style="list-style-type: none"> <li>• Ara Tātou team meetings have continued, promoting the school values as well as acknowledging students living up to these values.</li> <li>• Rewards (GKs) have been introduced for students and for staff recognition postcards (ABC).</li> <li>• Check and Connect.</li> <li>• Recording behaviour incidents on Kamar has been simplified.</li> <li>• PB4L Restorative professional development available to staff.</li> <li>• A number of staff have now been trained in restorative practices and circle training and this has been used as a staff forum.</li> <li>• Recognition of student achievement (Junior Diploma) and promoting / celebrating student success.</li> <li>• Developing the on-site Ako Tautoko facility and appointing a Student Engagement Officer.</li> <li>• Where appropriate restorative conferences were utilised.</li> <li>• Attendance continued to be a priority within the school.</li> <li>• Working with various agencies when dealing with ongoing attendance concerns.</li> </ul>	<p><b>2023 Year 9 Attendance Rate:</b></p> <table border="1" data-bbox="566 268 1014 483"> <thead> <tr> <th>Term</th> <th>Rate (percentage)</th> </tr> </thead> <tbody> <tr> <td>Term 1</td> <td>74.4%</td> </tr> <tr> <td>Term 2</td> <td>74.2%</td> </tr> <tr> <td>Term 3</td> <td>74.1%</td> </tr> <tr> <td>Term 4</td> <td>74.9%</td> </tr> <tr> <td>Overall</td> <td>74.4%</td> </tr> </tbody> </table> <p>While the attendance rates for Year 9 students have improved in 2023, compared to 2022, the goal was not achieved. As the table above illustrates no terms had an attendance even close to 90%.</p> <p>The Percentage of students in Year 9 gaining an achieved or higher was 82% in 2023.</p> <p>In this case, the goal set for the percentage of students attaining the Junior Diploma with either achieved or higher, did not meet the goal of 90%. While it did not meet the goal, the result was a 13% increase compared to 2022 and is the highest result over the last 5 years.</p>	Term	Rate (percentage)	Term 1	74.4%	Term 2	74.2%	Term 3	74.1%	Term 4	74.9%	Overall	74.4%	<ul style="list-style-type: none"> <li>• The attendance goal was not achieved, although an improvement is clear when compared to 2022.</li> <li>• Employing a Students Engagement Officer (from Term 3) and being a part of the Check and Connect programme have shown positive outcomes. Both staff make regular contact with parents and are willing to make home visits.</li> <li>• The difference in the Junior Diploma attainment is a positive result and was well received by students.</li> <li>• 2023 continued to have a focus to embed PB4L within the school. This has been led by the Ara Tātou team, which increased in size and particularly as the year progressed had a role in reinvigorating the school values. Also acknowledging students doing the right thing was also promoted.</li> </ul>	<ul style="list-style-type: none"> <li>• Ara Tātou team will convene fortnightly to analyse data Big 5 and solution statements.</li> <li>• Continued professional development and encouragement for staff to enter behaviour records onto Kamar.</li> <li>• Having clear expectations outlined to staff and having consistency of application.</li> <li>• Ara Tātou Behaviour management Strategy (Behaviour Response System) aligns with PB4L strategies.</li> <li>• Communication of strategies with staff and utilising restorative strategies when dealing with student behaviour concerns. Providing restorative training for staff.</li> <li>• Active participation in the Kāhui Ako and working with contributing schools.</li> <li>• Utilising agencies and strategies including YSWIS, 24/7 and Blue Light.</li> <li>• Promoting the Junior Diploma and ensuring that students understand how it is awarded.</li> <li>• Celebrating success of students and increase promotion of the Junior Diploma and what it means.</li> </ul>
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<b>Planning for next year:</b>															
Continuing to embed Ara Tātou utilising PB4L Restorative school wide so that it is used across the school consistently. Continue to have a priority on attendance and promotion of student success as well as the Junior Diploma as an award.															