

Analysis of Variance Reporting 2018



School Name:	Dargaville High School	School Number:	019
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Strategic Aim:	To raise and sustain academic achievement across all year levels.										
Annual Aim:	To raise and sustain academic achievement for NCEA in University Entrance qualifications, Level 2 endorsements and achievement of Māori students in Level 1.										
Target:	65% of year 13 students eligible for the University entrance qualification will attain the qualification.										
Baseline Data:	<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>2014</td> <td>23.8%</td> </tr> <tr> <td>2015</td> <td>46.2%</td> </tr> <tr> <td>2016</td> <td>36.7%</td> </tr> <tr> <td>2017</td> <td>27.3%</td> </tr> </tbody> </table>	Year	Year 13 University Entrance Achievement Rates (% and roll based)	2014	23.8%	2015	46.2%	2016	36.7%	2017	27.3%
Year	Year 13 University Entrance Achievement Rates (% and roll based)										
2014	23.8%										
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Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
<ul style="list-style-type: none"> 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. Academic Mentoring and Academic Interviews. Deans, Form teachers and other staff have increased noticing students falling through the gaps earlier and working together to find solutions. Learning conversations between staff based on academic progress. Reports and Academic Interviews focussing on academic progress and next steps. Study Days in Examination weeks enabled timetable flexibility for specific teachers to work with identified students. Students at risk of not achieving were identified and tracked regularly, with support being planned and implemented. Individual cohesive and contextual programmes being developed by Careers / Gateway staff. 	<p>2018 Provisional Results</p> <ul style="list-style-type: none"> Percentage of Year 13 students achieving NCEA University entrance (Roll Based) is 35.4%. Using the provisional results, the goal has not been achieved 2018, although the percentage of students gaining University Entrance increased by 8%. From analysing the students that were eligible for University Entrance in 2018. 37 students were capable of achieved UE and of this group, 24 achieved it, which worked out to be 64.86% achieved UE. Although just shy of the 65% goals, this goal for 2018 was achieved. 	<ul style="list-style-type: none"> While the goal was not achieved, University Entrance results have improved. Reasons for the improvement include tracking of students on their progress, particularly by the Dean and working on finding solutions for students who have struggled. Having the student indicate their intentions early has enabled focussed tracking, for instance if student have indicated university, that they have the opportunity for UE and tracking their progress towards it. Expanding the understanding of Another factor contributing to the academic improvement is academic mentoring / coaching. This included professional with the teachers on University Entrance. In addition, a number of teachers offered tuition classes to assist students preparing for the examinations. Also, being roll based, the NZQA data includes all students For a number of the students in Year 13, gaining University Entrance in not a goal for the year. 	<ul style="list-style-type: none"> To keep this as a goal, identifying the students that are eligible to sit University Entrance and monitor their progress more regularly throughout the year. Academic Mentoring / academic interviews focus on learning conversations. Actively teaching study skills and offering tuition / study classes. Study classes during school examination weeks. Communicate consistently and accurately with parents regarding progress of students towards their goal. Continue to inform parents and students regarding what is needed to achieve University Entrance through various methods, including the school newsletter and website. Curriculum review to ensure contextual and cohesive pathways for students to have the ability to complete University Entrance.
Planning for next year:			
<p>For specific goals are in place for NCEA achievement, including targets for University Entrance, Endorsements at Level 2 and Level 1 NCEA achievement for Māori students.</p>			

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Annual Aim:	To raise and sustain academic achievement for NCEA in University Entrance qualifications, Level 2 endorsements and achievement of Māori students in Level 1.																	
Target:	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.																	
Baseline Data:	NCEA Level 3 Achievement Rates based on enrolments (the total number of Year 13 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>2014</td> <td>26.2%</td> <td>10.8%</td> </tr> <tr> <td>2015</td> <td>17.5%</td> <td>7.9%</td> </tr> <tr> <td>2016</td> <td>11.7%</td> <td>3.9%</td> </tr> <tr> <td>2017</td> <td>6.9%</td> <td>12.5%</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)	2014	26.2%	10.8%	2015	17.5%	7.9%	2016	11.7%	3.9%	2017	6.9%	12.5%
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Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
<ul style="list-style-type: none"> • 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. • Academic Mentoring and Academic Interviews. • Deans, Form teachers and other staff have increased noticing students falling through the gaps earlier and working together to find solutions. • Learning conversations between staff based on academic progress. • Reports and Academic Interviews focussing on academic progress and next steps. • Study Days in Examination weeks enabled timetable flexibility for specific teachers to work with identified students. • Students at risk of not achieving were identified and tracked regularly, with support being planned and implemented. • Individual cohesive and contextual programmes being developed by Careers / Gateway staff. 	<p>2018 Provisional Results</p> <ul style="list-style-type: none"> • 11.3% of Year 12 students achieved Level 2 with a Merit Endorsement. • 16.1% of Year 12 students achieved Level 2 with an Excellence Endorsement. • Using the provisional results, the goal has been partially achieved. The percentages of students achieving an endorsement increased, as did the percentage of students gaining a Merit and Percentage of students gaining an Excellence. • The goal for the percentage of Year 12 students achieving a Merit endorsement (at least 15%) was not achieved as 11.3 percent of students achieved a Merit endorsement. • The goal for the percentage of Year 12 students achieving an Excellence clearly achieved as 16.1 percent of students achieved an Excellence endorsement. 	<ul style="list-style-type: none"> • Recognising student success. Students achieving endorsements are recognised at the start of each year. • Promotion of aiming for endorsements at school level and at subject level. • Ongoing conversations about the importance of endorsements and explaining the students and parents how to achieve these. • Academic mentoring and interviews with the parents as well as reports. • Parent Teacher meetings have been useful to enable subject teachers to share with parents about student progress and next steps. • Teachers working to provide learning and revision opportunities to prepare students for endorsements. • Ongoing tracking of student progress towards NCEA Level 2 and sharing with the students striving for endorsements. 	<ul style="list-style-type: none"> • Continuing having achieving endorsements for NCEA (Level 2) as a goal. • Monitor student progress throughout the year, with teachers monitoring progress in their subject and Dean monitoring progress towards NCEA Level endorsements. • Academic mentoring and academic interviews continue to have learning conversations at the heart. • Teachers having high expectations of student achievement and covering the content knowledge / skills to enable students to gain endorsements. • Teachers making use of NCEA exemplars and sharing these with students to see what is needed to gain an endorsement for an achievement standard. • Preparing students for external examinations by offering study sessions and teaching study skills.
Planning for next year:			
<p>For specific goals are in place for NCEA achievement, including targets for University Entrance, Endorsements at Level 2 and Level 1 NCEA achievement for Māori students.</p>			

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Annual Aim:	To raise and sustain academic achievement for NCEA in University Entrance qualifications, Level 2 endorsements and achievement of Māori students in Level 1.																	
Target:	Increase NCEA Level 1 attainment for Maori students by 10% to improve parity with other students.																	
Baseline Data:	NCEA Level 1 Achievement Rates based on enrolments.																	
	<table border="1"> <thead> <tr> <th>Year</th> <th>NCEA Level 1 Achievement (Māori)</th> <th>NCEA Level 1 Achievement (NZ European)</th> </tr> </thead> <tbody> <tr> <td>2014</td> <td>61.4%</td> <td>85.5%</td> </tr> <tr> <td>2015</td> <td>58.0%</td> <td>79.5%</td> </tr> <tr> <td>2016</td> <td>60.0%</td> <td>69.2%</td> </tr> <tr> <td>2017</td> <td>52.0%</td> <td>80.3%</td> </tr> </tbody> </table>			Year	NCEA Level 1 Achievement (Māori)	NCEA Level 1 Achievement (NZ European)	2014	61.4%	85.5%	2015	58.0%	79.5%	2016	60.0%	69.2%	2017	52.0%	80.3%
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Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
<ul style="list-style-type: none"> • Development of the Māori Strategic Education Plan and implementing strategies from this. • Analysis and regular tracking of student progress and achievement in a number of forums. Māori progress was also tracked regularly. • Progress reports for student achievement were provided to the Board at all Board Meetings. • Year 11 Dean utilised ongoing tracking and meeting with individual students about progress. • Academic Mentoring and Academic Interviews. • Funding was approved and a student mentor was employed to work with a group of Year 11 Māori students. These students were tracked more closely and individualised learning plans developed. • Introducing a process for applying for study leave at the end of the year. 	<p>2018 Provisional Results (roll based)</p> <ul style="list-style-type: none"> • NCEA Level 1 Achievement (Māori) 53.8% • NCEA Level 1 Achievement (European) 73.2% • The percentage gap between the Māori achievement and European achievement decreased from 28.3% in 2017 to 19.2% in 2018. • Moving from 52% to 53.8% represented an increase of about 3.4% for Māori students achieving NCEA Level 1. <p>The goal was not achieved for 2018. however, the percentage of Māori increased slightly, while the percentage of NZ European students achieving NCEA Level 1 decreased.</p> <p>Also the percentage of Māori students achieving the Literacy goal increased in 2018.</p>	<ul style="list-style-type: none"> • A mentor was appointed to assist identified Māori students in 2018. For the students that had consistent attendance, the mentoring had positive outcomes academically for these students. • The Year 11 Dean carried out regular tracking and monitoring and coordinated support for students = requiring extra support. • School wide tracking including separate tracking for Māori students being reported to Lead Team, CDF and Board. • Introduction of Year 11 students applying for study leave at the end of the year was trialled. This resulted in some students remaining at school longer to complete assessment work. • There were a number of factors that impeded the success of the goal. The main factor was inconsistent or very low attendance. Often student were not at school to complete assessment work or to meet with the mentor. 	<ul style="list-style-type: none"> • While this has not continued as a specific goal, Māori achievement is a key goal within the Māori Strategic Education Plan. • Reviewing and refining the Māori Strategic Education Plan and to continue implementing strategies from the document as well as Ka Hikatia. • Continuing regular tracking for Māori students, which is included in tracking reports to the Lead Team, CDF and in the reporting to the Board. • To continue to work on establishing whānau hui and / or Māori forum as a voice for our Māori community and building the 3-way partnership for improving achievement. • Creation of a Kairuruku Maori position to continue to further Te Ao Māori and building local connections and partnerships.
Planning for next year:			
<ul style="list-style-type: none"> • Continuing to seek strategies to improve academic achievement of Māori students as part of the Māori Strategic Education Plan. • Goal moving to 75% of Year 11 students sit at least 1 external examination paper. 			

Analysis of Variance Reporting 2018

continued



School Name:	Dargaville High School	School Number:	019
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Strategic Aim:	Our curriculum will raise and sustain academic achievement across all levels. To provide high quality innovative and dynamic teaching and learning strategies.		
Annual Aim:	Using Literacy initiatives to ensure NCEA readiness through improving levels with all students in Years 9 and 10.		
Target:	Improving Literacy and Numeracy levels in Year 9 and Year 10, achieving an effect size of 0.5 or greater over the course of the year.		
Baseline Data:	2017 Effect Size Results (e-AsTTle)		
		Year 9 effect Size	Year 10 effect size
	Literacy (Reading)	0.61	0.55
	Literacy (Writing)	0.67	0.61
	Numeracy	0.56	0.35

Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
<ul style="list-style-type: none"> • Silent Sustained Reading in the weekly 1 period form class and having the librarian preparing boxes of books for the classes. • E-asTTle testing is completed for all Year 9 and Year 10 students in Term 1. • Literacy and Numeracy results were shared with staff and professional development for utilising the results for teacher • Literacy strategies shared in staff professional development sessions. • Building connections with contributing schools as well as schools in the Kahui Ako to identify areas of concern in literacy and numeracy. • A programme encouraging writing with students was developed in the key core literacy based subjects. • E-asTTle results analysed and shared with Lead Team, Board and staff. • Having a mentor working with identified Year 11 and Year 12 students, with Literacy achievement being a key part of the roles. 	<p>2018 Data</p> <p>E-AsTTle results:</p> <ul style="list-style-type: none"> • Year 9 Literacy (Reading) - Effect size is 0.88. • Year 9 Literacy (Writing) - Effect size is 0.41. • Year 10 Literacy (Reading) - Effect size is 0.44. • Year 10 Literacy (Writing) - Effect size is 0.63. <p>NCEA results:</p> <ul style="list-style-type: none"> • 83.3% of Year 11 students achieved the NCEA Level 1 Literacy component. 	<ul style="list-style-type: none"> • The effect size results are interesting with very different results for the reading and writing components of Literacy. Very pleasing results for reading in Year 9 and writing in Year 10. • For all Literacy testing (reading and writing), the results showed an effect size of at least 0.41 which is considered large. • The Year 9 and Year 10 goal was achieved and well exceeded for half of the e-asTTle results (Year 9 Reading and Year 10 Writing). • Sharing best practice literacy strategies. • Silent Sustained Reading in form classes. • Building connections with contributing schools opening dialogue on Literacy and Numeracy. • Mentors working with Year 11 and Year 12 students, with a focus on Literacy. 	<ul style="list-style-type: none"> • A new staff member picks up the Literacy Leader roll in 2019. • Developing a school wide plan for how student achievement will be accelerated and increased in Years 9 and 10. • Regular monitoring progress of identified foci group and using this to identify possible next steps / strategies. • Literacy plan to be reviewed regularly as being a 'live' document. • Working with schools in the Kahui Ako to develop achievement targets and a plan of supporting each other towards achieving these achievement targets. • Building further connections with contributing schools to identify foci areas and work collaboratively on these. • Reporting progress to Board, Lead Team and staff. • Inform parents / whanau of the importance of literacy and numeracy and keep them informed of their child's progress.

Planning for next year:

Developing a plan for accelerated learning. Identifying methods of tracking progress for foci / target group. Using asTTle data at the start and end of each year to measure progress of students over the year.

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continued



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Strategic Aim:	To ensure every student is pursuing opportunities for future employment and / or further education. Enhance health and well-being by promoting school inter-connectedness with the community.												
Annual Aim:	Engage students in individual pathways.												
Targets:	That 80% of leavers at the end of Year 13 or during the Year 13 year move on to employment, further education or further Training The attendance rate for each term is greater than 90% for Year 9 students.												
Baseline Data:	<p>School Leaver Destination Data: Year 13 students 2018 Further Training, Tertiary Education or Work.</p> <table border="1"> <thead> <tr> <th>Anticipated Destination</th> <th>%age</th> </tr> </thead> <tbody> <tr> <td>University</td> <td>36</td> </tr> <tr> <td>Polytech /other tertiary</td> <td>14</td> </tr> <tr> <td>Apprenticeships</td> <td>4</td> </tr> <tr> <td>Entry level work</td> <td>23</td> </tr> <tr> <td><i>Total</i></td> <td><i>77</i></td> </tr> </tbody> </table> <ul style="list-style-type: none"> In 2016, 30% of the students moved on to further education (Ministry of Education Data). In 2017, 41% of students moved on to further education / training and 28% moved to employment (school data). <p>Year 9 Attendance Data for 2018:</p> <ul style="list-style-type: none"> Term 1: 80.6% Term 2: 83.7% Term 3: 80.2% Term 4: 71.4% The overall Year 9 attendance rate for 2018 was: 79% 	Anticipated Destination	%age	University	36	Polytech /other tertiary	14	Apprenticeships	4	Entry level work	23	<i>Total</i>	<i>77</i>
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Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>																										
<ul style="list-style-type: none"> Professional Development with staff about academic coaching. Ongoing opportunities for career education / tertiary visits.. Gateway STP, school academies and STAR courses utilised by students. School based career opportunities including Moving On Day and various speakers / recruiters coming into school. Ongoing career information and Careers Advisor being available for students. Academic coaching interviews and parent teacher interviews. Deans and Careers advisor work with students / whanau and their pathways beyond school. Year 9 transition programme. Peer Support. Kahui Ako work continues and has a focus on well-being. Wellbeing survey conducted and results analysed. Changes implemented with staff and students consequently. Regular monitoring and follow-up of student attendance. Encouraging student involvement in leadership, cultural and sporting activities. 	<p>2018 Leavers Data: (school derived data)</p> <table border="1" data-bbox="607 320 1048 544"> <thead> <tr> <th>Anticipated Destination</th> <th>%age</th> </tr> </thead> <tbody> <tr> <td>University</td> <td>36</td> </tr> <tr> <td>Polytech /other tertiary</td> <td>14</td> </tr> <tr> <td>Apprenticeships</td> <td>4</td> </tr> <tr> <td>Entry level work</td> <td>23</td> </tr> <tr> <td>Gap Year</td> <td>7</td> </tr> <tr> <td><i>Total</i></td> <td><i>84</i></td> </tr> </tbody> </table> <p>* Note: Students opting for a Gap year in 2019 have indicated moving to tertiary education in 2020.</p> <ul style="list-style-type: none"> The goal for 2018 has been met, with 84% of students moving to further education / training or work. <p>2018 Year 9 Attendance Data:</p> <table border="1" data-bbox="607 879 1048 1102"> <thead> <tr> <th>Term</th> <th>Attendance Rate %age</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>80.6%</td> </tr> <tr> <td>2</td> <td>83.7%</td> </tr> <tr> <td>3</td> <td>80.2%</td> </tr> <tr> <td>4</td> <td>71.4%</td> </tr> <tr> <td><i>Overall</i></td> <td><i>79%</i></td> </tr> </tbody> </table> <ul style="list-style-type: none"> The goal for attendance was not met for any of the terms or for the year. 	Anticipated Destination	%age	University	36	Polytech /other tertiary	14	Apprenticeships	4	Entry level work	23	Gap Year	7	<i>Total</i>	<i>84</i>	Term	Attendance Rate %age	1	80.6%	2	83.7%	3	80.2%	4	71.4%	<i>Overall</i>	<i>79%</i>	<ul style="list-style-type: none"> 7% of students identified that for 2019 they would take a gap year, before moving on to further education. This percentage was included in the total. Careers has a high profile within our school and the Careers Advisor as well as the senior Deans work to work with students and families about pathways beyond school. There are always some students who are not sure what they want to do, or are waiting for examination results before confirming what they are intending to do. There is quite a high rate of transience, which has an impact on the attendance rate. 	<ul style="list-style-type: none"> Retain the goal, continuing to have a focus of setting pathways for students through and beyond school. Continuing with the Careers programme within Dargaville High School and offering a wide range of career opportunities. Continue to build on the Kahui Ako achievement challenges, which has wellbeing at the core and includes student achievement. Further enhance the relationship with key contributing schools and further develop a transition programme for students attending Dargaville High school, in Year 9. Build on the actions begun in 2018 for student and staff wellbeing, including reducing the assessment workload for students. Enhancing student leadership and student voice in the school. Undertaking a wide-ranging review of the curriculum at all year levels to ensure that there is a pathway through and beyond school for all students. Ongoing monitoring of attendance and working with agencies to work on possible solutions to improve attendance rates.
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Planning for next year:																													
Looking closely at our curriculum offering to ensure all students have a cohesive and contextual pathway through and beyond school.																													

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continued



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Strategic Aim:	To provide high quality innovative strategies that encourage student success.				
Annual Aim:	Student centred culturally responsive pedagogy, including differentiation to improve attendance, engagement and learning outcomes.				
Targets:	<p>The attendance rate for each term is greater than 90% for all students. 65% of year 13 students eligible for the University entrance qualification will attain the qualification. 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. Increase NCEA Level 1 attainment for Maori students by 10% to improve parity with other students. Improving Literacy and Numeracy levels in Year 9 and Year 10, achieving an effect size of 0.5 or greater over the course of the year.</p> <p>These are all targets that feature elsewhere as they align with other strategic goals.</p>				
Baseline Data:	2017 Academic Data: Also, refer to the baseline data for the other annual targets.				
	Percentage of Year 13 attaining U.E.	Year 12 Endorsements		NCEA Level 1 Achievement	
		Merit	Excellence	Māori	NZ European
	27.3	6.9%	12.5%	52.0%	80.3
	Year	Literacy (Reading) Effect Size	Literacy (Writing) Effect Size	Numeracy Effect Size	
	Year 9	0.61	0.67	0.56	
	Year 10	0.55	0.61	0.35	
	2018 Attendance Data: Average attendance by Year level:				
	Year 9: 79%	Year 10: 78.5%	Year 11: 79.8%	Year 12: 73.4%	Year 13: 67.2%

Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>												
<ul style="list-style-type: none"> Continued analysis of data and regular tracking of student achievement as a key agenda item in a number of meetings. Academic mentoring and academic interviews. Teacher as inquiry and an improvement focus. Regular professional development 'slots' including time for PLGs to meet. Having high expectations and encouraging aspirational student goals. Working on building key competencies into teacher planning. Having weeks of a focus on 1 of the school values / expectations. Junior Diploma and Where appropriate restorative conferences were used to deal with a number of incidents. Weekly attendance reports generated and discussed with the Lead Team, Deans and Form Teachers. Deputy Principal dealing with various agencies when dealing with ongoing attendance issues. Expectation to staff completing registers in a timely manner. Attendance Reports to Board. 	<p>2018 Provisional Results</p> <ul style="list-style-type: none"> Percentage of Year 13 students achieving NCEA University entrance (Roll Based) is 35.4%. 11.3% of Year 12 students achieved Level 2 with a Merit Endorsement. 16.1% of Year 12 students achieved Level 2 with an Excellence Endorsement. NCEA Level 1 Achievement (Māori) = 53.8% NCEA Level 1 Achievement (European) = 73.2% The Literacy goal was achieved and well exceeded for half of the e-asTTle results (Year 9 Reading and Year 10 Writing). <p>2018 Attendance Data</p> <table border="1" data-bbox="600 885 1048 1114"> <thead> <tr> <th>Year Level</th> <th>Average Attendance 2018</th> </tr> </thead> <tbody> <tr> <td>9</td> <td>79%</td> </tr> <tr> <td>10</td> <td>78.5%</td> </tr> <tr> <td>11</td> <td>79.8%</td> </tr> <tr> <td>12</td> <td>73.4%</td> </tr> <tr> <td>13</td> <td>67.2%</td> </tr> </tbody> </table> <ul style="list-style-type: none"> The school wide attendance rate was 74.89%. The attendance goal for 2018 was not achieved. 	Year Level	Average Attendance 2018	9	79%	10	78.5%	11	79.8%	12	73.4%	13	67.2%	<ul style="list-style-type: none"> Most of the academic goals set for 2018 were met or almost met. There were a number of factors that contributed to this. One of the reasons for this was ongoing monitoring of student progress and working to provide students with opportunities for success. The attendance statistics for 2018 did not meet the target of 90% for any of the cohorts and each cohort has a decrease in attendance rate compared to 2017. Year 9 was the closest group to the target with an attendance rate of 81.6%. For the academic results, several factors have had an impact. These included more regular tracking / monitoring of student progress towards NCEA and suctions being sought and being put into place to support students. Other factors were ongoing academic coaching / mentoring as well as regular messages about giving your best to the students. For the attendance, a number of factors contributed to these results. Some of these were beyond the control of the school. For example having a high level of transience, with students moving to other regions often without warning. Also stand-downs and suspensions had an impact on the attendance. 	<ul style="list-style-type: none"> Continued professional development with an emphasis on teacher pedagogy and different learning styles. Professional Development on Local Curriculum. Professional Learning groups to meet as regularly as possible. Staff building a growth mindset and having high expectations of students. Respectful relationships between staff and students developed through PB4L. Expectation of staff entering student attendance in a timely manner and following up student absences. Continuing to track and monitor attendance. Reporting to Lead Team, Deans and Form Teachers with termly reports to the Board. Continuing to refine strategies to tackle attendance including working with agencies. Reviewing our curriculum to ensure cohesive and contextual learning within a local curriculum. Developing an engaging curriculum to connect students to learning and involving the wider school community.
Year Level	Average Attendance 2018														
9	79%														
10	78.5%														
11	79.8%														
12	73.4%														
13	67.2%														
Planning for next year:															
<ul style="list-style-type: none"> Leading into Curriculum Review for 2019 to ensure that we have pathways for all students through school and beyond. Continued emphasis on improving attendance, which could be linked to developing a more engaging local curriculum 															

Analysis of Variance Reporting 2018

continued



School Name:	Dargaville High School	School Number:	019
Strategic Aim:	Promote behavioural strategies that encourage student success.		
Annual Aim:	Enhancing PB4L Restorative school-wide to increase positive behaviour and strengthen school culture.		
Target:	<ul style="list-style-type: none"> • 75% of Year 9 students will not have more than 2 'major'; level incidents. • The rate of suspensions is lower than 15 / 1000 school wide and lower than 30 / 1000 for Māori and Pasifika students. 		
Baseline Data:	2017 Suspension Data: <ul style="list-style-type: none"> • Overall suspension data (8 suspensions) is 16 per 1000. • Māori suspension data (6 suspensions) is 30 per 1000. • Pasifika suspension data (0 suspensions) is 0 per 1000. 		

Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>										
<ul style="list-style-type: none"> • PB4L school wide has been reinstated and confirmed as a behavioural strategy with restorative for our school. • The PB4L team have continued to meet regularly, reporting to staff. • Development and refinement of a Behaviour Management flowchart. • The PB4L team has worked to simplify recording behaviour incidents on Kamar. • PB4L matrices developed for all spaces and for staff. • PB4L Restorative professional development available to staff. • A number of staff have now been trained in restorative practices and circle training and this has been used as a staff forum. • Recognition of student achievement in the Junior Diploma. • Where appropriate restorative conferences were used to deal with a number of incidents. • Attendance a priority in 2018 with weekly reports generated and discussed with the Lead Team, Deans and Form Teachers. • Working with various agencies when dealing with ongoing attendance concerns. • PB4L expectations signage purchased as to be installed. 	<ul style="list-style-type: none"> • From 2018 Kamar PB4L Data - 14 Year 9 students had at least two major incidents recorded. • When this figure is converted to a percentage of the Year 9 cohort, it works out to be 12.7%. • From this analysis, 87.3% did not have more than two major incidents in the year (2018). • The goal was achieved in 2018. <p>2018 Suspension Data</p> <table border="1" data-bbox="600 608 1048 791"> <thead> <tr> <th><i>Grouping</i></th> <th><i>Rate (per 1000)</i></th> </tr> </thead> <tbody> <tr> <td>Whole School</td> <td>41</td> </tr> <tr> <td>NZ European</td> <td>22</td> </tr> <tr> <td>Māori</td> <td>64</td> </tr> <tr> <td>Pasifika</td> <td>41</td> </tr> </tbody> </table> <ul style="list-style-type: none"> • The goal as not achieved in 2018. In fact, the percentage of suspension rates increased for all groupings. • The whole school and Māori suspension rates more than doubled compared to 2017. 	<i>Grouping</i>	<i>Rate (per 1000)</i>	Whole School	41	NZ European	22	Māori	64	Pasifika	41	<ul style="list-style-type: none"> • 2018 has been a year of 're-building' particularly the PB4L school wide across our school, particularly working on the systems and processes. • As a result of the 're-building' the professional development with staff on entering incidents on Kamar has not been completed to date. • As a result of the work being done on the systems for, the data collected has not been entered by all staff (as this was not expected), so calculating the big 5 etc... has • The Year 9 Dean in particular, used the Deans assemblies to focus on the school expectations and working through these with students. • For suspensions, there were a number of major incidents at school in 2018, such as drugs, fighting and ongoing bullying 	<ul style="list-style-type: none"> • PB4L team meetings to continue fortnightly. • Professional development and encouragement for staff to enter behaviour records onto Kamar. • Professional Development on the PB4L matrices and for staff to model expectations. • PB4L Behaviour management Strategy re-designed to align with PB4L strategies. • Communication of strategies with staff and utilising restorative strategies when dealing with student behaviour concerns. • Behaviour data collected and shared at PB4L Team meeting to work on Big 5 and solution statements. • PB4L restorative professional development as available. • Expectation of staff entering student attendance in a timely manner and following up student absences. • Tracking and monitoring attendance. Reporting to Lead Team, Deans and Form Teachers with termly reports to the Board. • Continuing to refine strategies to tackle attendance including working with agencies.
<i>Grouping</i>	<i>Rate (per 1000)</i>												
Whole School	41												
NZ European	22												
Māori	64												
Pasifika	41												
Planning for next year:													
<p>Further embedding PB4L Restorative school wide so that it is used across the school and consistently.</p>													

Analysis of Variance Reporting 2018

continued



School Name:	Dargaville High School	School Number:	019
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Strategic Aim:	To implement effective e-learning pedagogy by promotion of student use of electronic devices.
Annual Aim:	Increased use of technology through effective implementation of e-learning pedagogy.
Target:	To increase student device ratio to 1:1 (school or personal provision).
Baseline Data:	<ul style="list-style-type: none"> • At the end of 2017, 342 devices were available at school for students to use. This is a 70% coverage. • The ratio is 1 student to 0.7 devices. • Additionally, another 57 student devices have been connected to the school wi-fi network. This brings the total coverage to 82%. This ratio is 1 student to 0.82 devices.

Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
<ul style="list-style-type: none"> • The introduction of Digital technology as a core subject. • Continued professional development including teacher only day professional development for using Appraisal Connector. • Using Appraisal Connector on line for appraisal reflections. • Professional development utilising Kamar. • Increased use of devices being integrated into learning and teaching. • Purchasing and replacement of school devices. • Lockers available for storage of devices. • Ongoing promotion of BYOD devices in school in the newsletter and other publications. • Policy change to enable smart phones being used in class for learning, at teacher discretion. 	<p>2018 Data</p> <ul style="list-style-type: none"> • At the end of 2018, 471 devices were available at school for students to use. This is a ratio of 1 to 1. • Additionally, another 27 devices have been purchased for delivery at the end of Term 1 2019. 	<ul style="list-style-type: none"> • The ratio of 1-1 has been achieved. • Purchases of devices by departments or by the school as and when appropriate. • A programme of replacement of school devices. • Increased use of devices by staff. • Lockers installed for storing devices and ongoing promotion of BYOD devices in school in the newsletter and other publications. • Senior students are able to sign a cyber-safety contract to have access to the school Wi-Fi network. 	<ul style="list-style-type: none"> • Ongoing professional development available to staff in making use of digital technology. • Increasing use of It for appraisal (Appraisal Connector) and on line applications for registration / re-registration. • Evaluating impact of the Digital technology course as part of a school wide curriculum review. • Ongoing publicity of BYOD and availability of lockers to store devices. • Seeking student voice regarding how much digital technology is included in the learning for each subject. • Utilising student voice to as well as parent and staff voice to define the next steps for digital technology.
Planning for next year:			
<ul style="list-style-type: none"> • Keeping up to date with possible implications of technology use such as Farnet and NZQA intention for externals to move to on line. • While the IT goal is not a specific goal for 2019, IT usage will remain to be monitored and reported against. 			