



Dargaville High School

# Analysis of Variance for 2024

# Analysis of Variance Reporting 2024



<b>School Name:</b>	Dargaville High School	<b>School Number:</b>	019
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Strategic Aim:	All ākonga are given an equitable opportunity to excel in their learning area and in their community.																	
Annual Aim:	To raise and sustain NCEA academic achievement.																	
Target:	70% of ākonga in Year 11 will achieve NCEA Level One.																	
Baseline Data:	<div>Previous percentage of ākonga attaining NCEA Level 1:</div> <table><tr><th>Year</th><th>Achievement Rates for ākonga Level 1 NCEA (% and roll based)</th><th>Achievement Rates for Māori ākonga Level 1 NCEA (% and roll based)</th></tr><tr><td>2020</td><td>61.9%</td><td>53.5%</td></tr><tr><td>2021</td><td>74.4%</td><td>65.9%</td></tr><tr><td>2022</td><td>58.5%</td><td>49.2%</td></tr><tr><td>2023</td><td>49%</td><td>30.4%</td></tr></table>			Year	Achievement Rates for ākonga Level 1 NCEA (% and roll based)	Achievement Rates for Māori ākonga Level 1 NCEA (% and roll based)	2020	61.9%	53.5%	2021	74.4%	65.9%	2022	58.5%	49.2%	2023	49%	30.4%
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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 ākonga including the cohort of Māori ākonga.</li> <li>Sharing tracking with Lead Team, CDF and Board meetings.</li> <li>Devising strategies and implementing strategies to assist ākonga needing further support.</li> <li>He Maara Hou mentoring to work with identified Year 11 and Year 12 ākonga.</li> <li>Providing more directed 1 on 1 or small group support, with a focus on Literacy and Numeracy. Providing other opportunities as available.</li> <li>Offering a range of subjects to enable opportunities for students to experience success.</li> <li>Ongoing professional development available to support the staff to deliver the new NCEA Level 1 changes.</li> </ul>	<ul style="list-style-type: none"> <li>From the 2024 provisional results 43.6% of ākonga achieved NCEA Level One (roll based).</li> <li>For Māori ākonga, 30.4% achieved NCEA Level 1 (roll based) in 2024.</li> <li>For both cohorts, the results have decreased compared to 2023 results. Both are the lowest for the last 5 years.</li> <li>When looking into the data further, the introduction of the Literacy and Numeracy C.A.A's. These are co-requisites, meaning they are needed to achieve NCEA. Our Literacy and Numeracy C.A.A results show a decrease also, which would affect NCEA attainment.</li> <li>Regular tacking of overall progress towards NCEA as well including tracking of Māori ākonga towards NCEA.</li> </ul>	<ul style="list-style-type: none"> <li>The official introduction of the NCEA Level 1 changes in 2024 impacted on outcomes for ākonga, with many more external common assessment tasks, more focus on external examinations.</li> <li>The new Literacy and Numeracy C.A.As which all ākonga need to achieve to gain NCEA. Opportunities to gain these are available twice a year and are an online assessment.</li> <li>Ākonga entered for NCEA (counting in our data) leaving the school (for various reasons), had an impact on the NCEA Level 1 statistics.</li> <li>Mentors working with Year 11 and Year 12 ākonga, with a focus on Literacy and Numeracy.</li> </ul>	<ul style="list-style-type: none"> <li>Continue to focus on attainment of NCEA Level 1One for our Year 11 cohort.</li> <li>Teachers collaborating together to provide connection across the curriculum.</li> <li>Introduction of Assessment for Learning strategies to make better use of assessment information in decision making.</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>Our new house based pastoral systems, building connection and pride in ākonga.</li> <li>A focus on enhancing goal setting and increasing the effectiveness of the Hui Ako and Hui Whānau interviews.</li> <li>Strategic Measurement for Schools course being undertaken.</li> </ul>
<b>Planning for next year:</b>			
Year 11 Māori ākonga attainment of NCEA Level One to increase by at least 20%.			

# Analysis of Variance Reporting 2024

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>	70% of Year 9 and Year 10 ākonga improve in their E-asTTle results by at least 2 sub-levels.																
<b>Baseline Data:</b>	<p>Beginning of the Year E-AsTTle analysis. Note Start of year e-asTTle was completed in February / March 2024, with the end of year e-asTTle testing completed by November.</p> <table> <tr> <th>Year 9 2023</th><th>%age improving by at least 2 sub-levels.</th></tr> <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 2023</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> </table>	Year 9 2023	%age improving by at least 2 sub-levels.	Mathematics	36%	Reading	22%	Writing	41%	Year 10 2023	%age improving by at least 2 sub-levels.	Mathematics	53%	Reading	17%	Writing	43%
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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"><li>Professional Development with staff on the E-AsTTle test results and strategies to integrate into teaching.</li><li>English teachers undertaking A.L.L (accelerated learning in literacy) professional development and using these in English classes.</li><li>Mathematics teachers undertaking A.L.i.M (accelerated learning in Mathematics) professional development and using these in Mathematics classes.</li><li>Turbo Literacy introduced / trialled during the year, working with selected Year 9 ākonga.</li><li>Literacy and Numeracy 1 on 1 as well as small group support provided by Year 11 ākonga as well as identified junior ākonga.</li><li>Academic coaching interviews and parent teacher interviews, including information about Literacy and Numeracy, to encourage parent support.</li><li>Re-assessing ākonga progress by end of year E-AsTTle in mathematics, Reading and Writing.</li></ul>	<p>The goal set for the year was that 70% of Year 9 and 10 ākonga would improve their results by 2 sub-levels. Moving by 2 sub-levels or more, shows accelerated progress.</p> <table><tr><th>Year 9</th><th>%age improving by at least 2 sub-levels.</th></tr><tr><td>Mathematics</td><td>29%</td></tr><tr><td>Reading</td><td>60%</td></tr><tr><td>Writing</td><td>57%</td></tr><tr><th>Year 10</th><th>%age improving by at least 2 sub-levels.</th></tr><tr><td>Mathematics</td><td>21%</td></tr><tr><td>Reading</td><td>54%</td></tr><tr><td>Writing</td><td>75%</td></tr></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>	Year 9	%age improving by at least 2 sub-levels.	Mathematics	29%	Reading	60%	Writing	57%	Year 10	%age improving by at least 2 sub-levels.	Mathematics	21%	Reading	54%	Writing	75%	<ul style="list-style-type: none"><li>A number of different programmes were in place for 2024 to target ākonga 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 ākonga 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 in place.</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 school wide Literacy and Numeracy strategy.</li><li>Strategies gained from A.L.L and (accelerated learning in literacy) and ALiM (accelerated learning in mathematics being retained in teaching programmes.</li><li>Ongoing professional development for staff, both internally and externally sourced. Dargaville High School is a signatory of Te Manu Ka Rere. This professional development is to support schools with Literacy and numeracy C.A.A's.</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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Continuing the focus to Literacy and Numeracy, with the goal being 80% of ākonga in Year 9 and Year 10 will progress by more than the expected level of progress in e-asTTle.																			

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continued



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<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>	All kaiako will be trained in Literacy and Numeracy strategies to implement cross curricula, reflected in unit planning and teaching.
<b>Baseline Data:</b>	This was a new goal starting in 2024.

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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>	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 Ākonga Survey was completed in 2023.</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> <li>• In 2023 67.71% 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 ākonga.</li> <li>• The transition programme of Year 9 ākonga at the start of the year.</li> <li>• Peer Support Programme, with Year 13 ākonga supporting junior ākonga (particularly Year 9).</li> <li>• Having a well-resourced pastoral network, including Form Teachers, Deans, and Guidance Counsellor, 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 ākonga.</li> <li>• Year 12 ākonga visiting and working with ākonga in the intermediate school.</li> <li>• An expanded Ara Tātou committee has continued to meet regularly, with a focus on promoting the positive behaviour of ākonga through school values.</li> <li>• Regular Principal meeting with the Guidance Counsellor, discussing what issues that the Guidance Counsellor is dealing with.</li> <li>• Restorative training and PB4L professional development.</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.</li> </ul>	<ul style="list-style-type: none"> <li>• After much discussion with the Lead Team, pastoral network and the Ara Tātou team, the questions used were more specific, in areas that we wanted feedback on. This resulted in 12 questions being used to cover school climate, teaching and learning as well as pro-social behaviour. It is hard for a genuine comparison when looking at previous year's results.</li> <li>• When analysing the responses, from the survey last year, the percentage of agree or strongly agree responses for the Climate and Practice section of the survey was 41%. This is a decrease on responses to previous years.</li> <li>• The most pleasing results was to the statement "I know a staff member that I can go to if I have an issues", with almost 72% either agreeing or strongly agreeing.</li> </ul>	<ul style="list-style-type: none"> <li>• There is a decrease in positive feedback from the NZCER Ākonga Wellbeing survey. A covered previously, the survey was aimed at specific areas that we wanted to get feedback on.</li> <li>• The survey took place in the middle of the year and the feedback from the survey was used to set the direction for the Lead Team and the Ara Tātou team for the remainder of 2024.</li> <li>• The focus of the Ara Tatou team was promotion of positive behaviour through the school values. This was successful in raising the profile of the values and acknowledging ākonga meeting or exceeding the values.</li> <li>• Relationships are also important and many staff have built meaningful relationships with ākonga in their classes, which have proven beneficial to the wellbeing of ākonga in those classes.</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction of a new pastoral system. The change includes moving to a House based structure – with house Deans being vertically structured. The intention is to improve connection with ākonga.</li> <li>• The house names have changed being more relevant to students moving to house names that</li> <li>• Working closely with contributing schools to review and update the transition process. This includes Year 12 ākonga building connections with Year 8 ākonga at the Intermediate 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 ākonga to mentor Year 9 ākonga.</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. As well as Child Protection hui.</li> <li>• Professional Learning on wellbeing issues included as part of the staff meetings.</li> </ul>
<b>Planning for next year:</b>			
Continuing to have a focus on wellbeing - both for the staff and for the ākonga.			

# Analysis of Variance Reporting 2024

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Strategic Aim:	All ākonga have a sense of belonging and hauora, feeling connected with their identity, language and culture.				
Annual Aim:	Belonging and hauora of ākonga are enhanced through strong relationships.				
Targets:	The attendance rate for each term is greater than 80% for Year 9 ākonga.				
Baseline Data:	<div>Year 9 Attendance 2022:</div> <div>Term 1: 64.6%      Term 2: 63.7%      Term 3: 76.14%      Term 4: 73.83%      Average for year: 69.6%</div> <div>Year 9 Attendance 2023:</div> <div>Term 1: 74.4%      Term 2: 74.2%      Term 3: 74.1%      Term 4: 74.9%      Average for year: 74.4%</div>				

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"><li>Regular tracking and monitoring of attendance.</li><li>Daily texts sent out for ākonga 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 2023.</li><li>NETs referrals and follow-up.</li><li>Ako Tatuoko (on-site alternative education), new in 2023.</li><li>Check and Connect. A Ministry of Education PB4L initiative to improve ākonga's engagement at school. Started at DHS early in 2023.</li><li>Ara Tātou continued to look at strategies to support ākonga and staff, particularly with the school values and attendance,</li><li>Hui Whānau, 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><caption>Year 9 Attendance</caption><thead><tr><th>Term</th><th>%age attendance</th></tr></thead><tbody><tr><td>1</td><td>85.6</td></tr><tr><td>2</td><td>79.6</td></tr><tr><td>3</td><td>74.3</td></tr><tr><td>4</td><td>68.3</td></tr><tr><td>Overall</td><td>76.95</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 ākonga was overall better than in 2022. Additionally Year 9 attendance for each term was higher in 2023 than 2022.</p>	Term	%age attendance	1	85.6	2	79.6	3	74.3	4	68.3	Overall	76.95	<ul style="list-style-type: none"><li>Continued Check and Connect, with the programme continuing into 2025.</li><li>The School Engagement officer has continued to make a big difference. Both the Check and Connect Coordinator as well as the Student Engagement Officer make regular contact home, including home visits.</li><li>Although covid is much less of an issue for attendance, illness rates remained high, including for staff.</li></ul>	<ul style="list-style-type: none"><li>Retain an emphasis of improving attendance of ākonga. Improved attendance should result in improved ākonga results.</li><li>Trialling a Stepped Attendance Response plan, using this system before it becomes</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 3<sup>rd</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 ākonga 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>
Term	%age attendance														
1	85.6														
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3	74.3														
4	68.3														
Overall	76.95														
Planning for next year:															
Raising regular attendance by at least 10% for all ākonga to be at least 40%.															

# Analysis of Variance Reporting 2024

continued



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Strategic Aim:	Kaitiakitanga – Ākonga are connected to their tūrangawaewae – their identity, language and culture.
Annual Aim:	A phased approach to developing a local curriculum, acknowledging local knowledge, people and skills.
Targets:	Kaiako develop their knowledge of Te Ao Māori, supporting their capacity to deliver effective learning programmes.
Baseline Data:	The staff have been on journey of learning more Te Ao Māori which has included use of karakia and our new school waiata as well school haka.

<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 professional development built into staff meetings with focus on pronunciation of names, learning karakia.</li> <li>Repackaging a school waiata and writing a school haka in preparation to teach the ākonga and the staff.</li> <li>Increased staff participation in powhiri and whakatau.</li> </ul>	<ul style="list-style-type: none"> <li>An increased presence of Te Ao Māori around the school, visible in classrooms as well as being used around the school.</li> <li>Karakia for meetings and assembly - karakia timatanga and karakia whakamutunga.</li> </ul>	<ul style="list-style-type: none"> <li>Leadership of initiatives by a core group of teachers and working in a supportive way to engage staff.</li> <li>Staff buy-in of the initiatives and willingness to get involved in the initiatives.</li> </ul>	<ul style="list-style-type: none"> <li>Professional Development for staff. Engagement of Te Pūheke to deliver professional development and programmes to support staff. First PLD on 3 February 2025.</li> <li>Ongoing professional development incorporated into staff meetings.</li> <li>Teaching staff the school waiata and haka. The waiata to include actions and to be used at full school powhiri and whakatau.</li> <li>Investigating ways to increase staff knowledge of local stories, to enhance opportunities for localised curriculum.</li> </ul>
<b>Planning for next year:</b>			
Kaiako develop their knowledge of Te Ao Māori, supporting their capacity to deliver effective learning programmes.			

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continued



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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>	Student voice will be sought and genuinely considered in curriculum initiatives, programmes and strategies.
<b>Baseline Data:</b>	This is a new goal.

<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>• Student Council having an increased role and an opportunity for student voice and decision making for ākonga.</li> <li>• Completed Student Wellbeing Survey, helps to guide decisions by Lead Team and Ara Tātou team.</li> <li>• Ākonga Leaders taking responsibility for a number of school activities / events.</li> <li>• Ākonga focus group worked on developing possible options for the new house names.</li> <li>• Peer Support Leaders, who have planned the peer support programme.</li> <li>• Ākonga voice collected as part of the ERO visit in October.</li> <li>• Ākonga involved in restyling the school waiata and school haka.</li> </ul>	<ul style="list-style-type: none"> <li>• Student Council meeting regularly and contributing to ākonga events.</li> <li>• Wellbeing survey completed and analysed for areas of the pastoral system that need working on.</li> <li>• The redesign of the pastoral system introduced in 2025 was guided by student data and student voice. Students involved in the production of options for house names.</li> <li>• Ākonga leadership evident in various activities such as Show Quest, Rock Quest and the Ball.</li> <li>• Restyled school waiata and school haka written.</li> </ul>	<ul style="list-style-type: none"> <li>• Building in specific opportunities for student input and student voice.</li> <li>• Wellbeing surveys are undertaken by ākonga and staff. The surveys are carried out every year and analysis undertaken.</li> <li>• Ākonga leaders have stepped up and taken responsibility.</li> </ul>	<ul style="list-style-type: none"> <li>• Redesigned pastoral system in place. This centres on vertical whānau classes which are part of a house, which has a House Dean. Students will be central in designing a new logo and deciding a mascot.</li> <li>• Survey of Year 9 and 10 ākonga to determine their goals and aspirations and how they may be supported by teachers. Sharing the results with staff and</li> <li>• Expanded Ākonga Council to be in place and utilised.</li> <li>• Expectations of Ākonga leaders.</li> <li>• Ara Tātou Behaviour management Strategy (Behaviour Response System) aligns with PB4L strategies.</li> <li>• Active participation in the Kāhui Ako and working with contributing schools.</li> <li>• Utilising agencies and strategies Celebrating success of ākonga.</li> </ul>
<b>Planning for next year:</b>			
<p>All Year 9 and 10 ākonga will be surveyed at the beginning of 2025 to determine their goals and aspirations for secondary school, and the ways they seek to be supported by their teachers.</p>			

# Analysis of Variance Reporting 2024

continued



School Name:	Dargaville High School	School Number:	019
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Strategic Aim:	Acknowledging ākonga as kaitiaki of the past, present and future.										
Annual Aim:	A phased approach to developing a local curriculum, acknowledging local knowledge, people and skills.										
Target:	70% of Maori ākonga will achieve NCEA Level One.										
Baseline Data:	<div>Māori Achievement of NCEA Level One:<table><tr><th>Year</th><th>%age of Maori cohort achieving NCEA Level One</th></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><tr><td>2023</td><td>40.8</td></tr></table></div>	Year	%age of Maori cohort achieving NCEA Level One	2020	53.5	2021	65.9	2022	49.2	2023	40.8
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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 Māori ākonga.</li> <li>Sharing tracking with Lead Team, CDF and Board meetings.</li> <li>Devising strategies and implementing strategies to assist ākonga needing further support.</li> <li>He Maara Hou mentoring to work with identified Year 11 and Year 12 ākonga.</li> <li>Providing more directed 1 on 1 or small group support, with a focus on Literacy and Numeracy. Providing other opportunities as available.</li> <li>Offering a range of subjects to enable opportunities for students to experience success.</li> <li>Ongoing professional development available to support the staff to deliver the new NCEA Level 1 changes.</li> </ul>	<ul style="list-style-type: none"> <li>For Māori ākonga, 30.4% achieved NCEA Level 1 (roll based) in 2024.</li> <li>This is a decrease compared to the results for 2023 and is the lowest for the last 5 years.</li> <li>For both cohorts, the results have decreased compared to 2023 results. Both are the lowest for the last 5 years.</li> <li>When looking into the data further, the introduction of the Literacy and Numeracy C.A.A's. These are co-requisites, meaning they are needed to achieve NCEA. Our Literacy and Numeracy C.A.A results show a decrease also, which would affect NCEA attainment.</li> <li>Regular tacking of overall progress towards NCEA as well including tracking of Māori ākonga towards NCEA.</li> </ul>	<ul style="list-style-type: none"> <li>The official introduction of the NCEA Level 1 changes in 2024 impacted on outcomes for ākonga, with many more external common assessment tasks, more focus on external examinations.</li> <li>The new Literacy and Numeracy C.A.As which all ākonga need to achieve to gain NCEA. Opportunities to gain these are available twice a year and are an online assessment.</li> <li>Mentors working with Year 11 and Year 12 ākonga, with a focus on Literacy and Numeracy.</li> </ul>	<ul style="list-style-type: none"> <li>He Maara Hou mentoring to continue and this year as well as the school engaging with the Pūhoro programme. Pūhoro works with senior Maori ākonga to improve engagement and outcomes in STEMM subjects.</li> <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>Our new house based pastoral systems, building connection and pride in ākonga.</li> <li>Offering subjects and opportunities for Māori ākonga to achieve as Māori. New subjects in 2025.</li> <li>A focus on enhancing goal setting and increasing the effectiveness of the Hui Ako and Hui Whānau interviews.</li> </ul>
<b>Planning for next year:</b> By 2026, 80% of all Māori ākonga will be retained to complete NCEA Level Two.			