

# Analysis of Variance Reporting - 2023

School Name:	RUAWAI COLLEGE	School Number:	022
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## Ruawai College



# Analysis of Variance 2023

<b>Strategic Goal:</b>	<b>THE RUAWAI WAY</b>
<b>Annual Goals:</b>	<ol style="list-style-type: none"><li>1. Staff and student wellbeing (LA focus)</li><li>2. whānau, hapu and iwi are an integral part of our school</li><li>3. Graduate profile embedded</li></ol>
<b>Targets:</b>	<ol style="list-style-type: none"><li>1. Staff and student wellbeing (LA focus)</li><li>2. whānau, hapu and iwi are an integral part of our school</li><li>3. Graduate profile embedded</li></ol>
<b>Key improvement strategies:</b>	<ol style="list-style-type: none"><li>1. Events, activities, student/staff voice</li><li>2. Activities involving the community and connections with key personnel/community groups have evolved</li><li>3. Year-level profiles developed by the end of the year</li></ol>

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	4. "What does The Ruawai Way look like in the classroom, in my subject, in my LA, in my Learning Area and around the school?"
<b>Expected Outcomes:</b>	<ul style="list-style-type: none"> <li>• Staff and Student Well Being</li> <li>• whānau, hapu, iwi relationships and connections are part of our Ruawai College Kaupapa</li> <li>• A Ruawai College graduate profile is developed across the year groups</li> </ul>

<b>TARGET 1: Staff and student wellbeing (LA focus)</b>			
<b>What did we do?</b>	<b>What happened?</b>	<b>Reasons for the variance - Why did it happen?</b>	<b>Evaluation - Where to next?</b>
Introduction of new Inter House Competitions	A House Board Competition was introduced where each LA had to decorate the House board each term	This was introduced as a way to teach our core 3 Values and also include all students in the exercise	Continue with this but provide the time needed during LA so that all students can be involved.
Mau Rakau	Employment of Mau Rakau tutor who comes once a week	So that students can be involved and connect with their wairua	Continue with this, with the offer that all students can be involved. With a school roll of 50% Māori, we could look into how Mau Rakau could be incorporated into PE lessons.
Best Practise Presentations	Staff were invited to a morning meeting once a fortnight to share best practices (something that works well for them).	Professional Development for staff shows what works well for our students	To continue with a more structured approach so all classroom teachers are included and involved. Perhaps looking at structuring this into a PLD

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			session or staff meeting so there is more time to share as the morning time slot is quite short.
Friday Wellbeing LA's	LA structure gave time for teachers to check in with their students about their progress in classes.	LA teachers found that they did not have enough time to build relationships with their LA students due to time restrictions.	More time to build relationships within LA will be given.
Literacy, Numeracy and General Knowledge Quiz	Full school house competition in the hall.	This was introduced as a way to teach our core 3 Values and also include all students in the exercise	To include these competitions again in 2024. If there is a teaching component in LA time we may need to look at the timetable and incorporate LA time into a rotating period (due to teaching contact hours).
Easter Egg Hunt	Whole school participated in an Easter Egg hunt out on the school field.	To encourage school spirit amongst students along with our school values.	To include this competition again in 2024.
Top Form and Winter Sports	Full school sports competitions between LA's and Houses.	Introduced for school spirit, a way to include all students, promote our school values and develop leadership potential in students.	To include these competitions again in 2024.

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TARGET 2: <i>whānau, hapu and iwi are an integral part of our school</i>			
What did we do?	What happened?	Reasons for the variance - Why did it happen?	Evaluation - Where to next?
Parent-Student-Teacher Interviews held throughout the year - The first one focused on meeting new teachers as a meet and greet.	Parents were invited to come and meet with teachers to discuss their child's progress and meet with their teachers and deans.	Build a relationship to discuss the progress students are making.	Have a meet the LAs BBQ or event at the start of Term 1 or 2. Look to see how we can collaborate more with schools around us (especially where families have students going to these connecting schools).
Cultural/Arts Week	A variety of cultural activities were held throughout the week Many of these activities were student-led. The week finished with 'Ruawai's Got Talent' where whānau were invited to attend.	The cultural week was an opportunity to showcase Ruawai College's cultural diversity for both students and whānau.	To provide students with the opportunity to participate in Kapa Haka as part of their timetabled school programme. We have a small Tongan population on the school roll so inviting the community in to celebrate this and Tongan Language Week could be a good next step.
Positive Phone Calls Home	Teachers were asked to make 1 positive phone call home each week to a whānau and record this on the staffroom sheet.	To keep the lines of communication flowing between whānau and the school and to acknowledge students who were working hard and/or	While no longer recorded, staff are still encouraged to keep communication flowing between whānau and the school.

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		demonstrating any of our school values.	
Waiata/Haka Assemblies	Held on a 3-week rotation.	To build up school spirit and encourage our cultural identity.	Waiata/Haka will be included at each formal school assembly in 2024.
Facebook and School Newsletters	All important school information was listed on Facebook e.g. when permission slips for various trips were due back, dates of events coming up etc. For the newsletter, this was a regular occurrence with a summary of these events including numerous photos.	So whānau felt included in the day-to-day happenings of Ruawai College.	Both of these - Facebook and the school newsletter will continue in 2024. Look to refresh the website so it can better communicate news and celebrate achievements by students. KAMAR portal to be integrated into the website if possible so the family can log in and check attendance, NCEA progress etc.
<b>TARGET 3: Graduate profile embedded</b>			
<b>What did we do?</b>	<b>What happened?</b>	<b>Reasons for the variance - Why did it happen?</b>	<b>Evaluation - Where to next?</b>
Learning areas constructed the RC Graduate Profile	The graduate profile was constructed across learning areas <a href="#">RC Graduate Profile - The R...</a>	This was to put all staff on the same page on what outcomes would look like for students in relation to our Ruawai Way.	As we look to refresh the PB4L system as part of our 2024 strategic priorities of "a positive school culture". We may look to collect community consultation to refine this. Looking at what

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			schools in the Northern Wairoa Kāhui Ako/Community of Learning do within this space. Looking at how our Graduate profile links with that of our feeder schools.
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<p><b>Planning for next year:</b></p> <ol style="list-style-type: none"> <li>1. Have a communications plan which includes social media and our website that our community (current students, current whānau, future whānau) can use with ease. Our plan should communicate the day-to-day happenings, celebrate our successes and showcase the school visually in an aesthetic way that is pleasing to our community.</li> <li>2. Look to refresh PB4L into an initiative that is by <i>Ruawai College for Ruawai College</i>. This will mean upskilling key staff on PB4L and then forming a steering group to continue to embed PB4L and restorative practices at RC.</li> </ol>
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<b>Strategic Goal:</b>	<b>CULTURALLY RESPONSIVE AND RELATIONAL PEDAGOGY</b>
<b>Annual Goals:</b>	Student engagement strategies developed through co-construction kaupapa Enhance visibility of PB4L, culturally responsive and relational pedagogy through the curriculum
<b>Targets:</b>	<ol style="list-style-type: none"> <li>1. Student engagement strategies developed through co-construction kaupapa</li> <li>2. Enhance visibility of PB4L, culturally responsive and relational pedagogy through the curriculum</li> </ol>
<b>Key improvement strategies:</b>	<ul style="list-style-type: none"> <li>• Year-level co-construction meetings</li> <li>• Curriculum includes PB4L messaging and culturally responsive and relational pedagogy</li> <li>• "What strategies have been effective in engaging students?"</li> <li>• "Where can you identify PB4L messaging and culturally responsive pedagogy in your teaching/planning?"</li> </ul>

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Expected Outcomes:	<ul style="list-style-type: none"> <li>PB4L and culturally responsive systems are evident around the school and across the curriculum</li> </ul>
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TARGET 1: <i>Student engagement strategies developed through co-construction kaupapa</i>			
What did we do?	What happened?	Reasons for the variance - Why did it happen?	Evaluation - Where to next?
Regular co-construction meetings were held each Term for the 3 areas of the school - Junior, Middle and Senior.	The Dean organised an agenda to discuss any areas of concern within their cohort. All staff that taught the particular cohort attended.	To enable staff to be unified in their approach to handling any students of concern.	To continue with these meetings in 2024. Review the co-construction structure with staffing to look at what this structure could look like in 2025.
TARGET 2: <i>Enhance the visibility of PB4L, culturally responsive and relational pedagogy through the curriculum</i>			
What did we do?	What happened?	Reasons for the variance - Why did it happen?	Evaluation - Where to next?
Introduction of the Tautoko Programme.	Tautoko facilitator attending classes with students of concern to observe, offer assistance and remove (if necessary).	To build relationships within student groups, offer a safe outlet where needed and a different learning environment should the need arise.	Tautoko programme to continue in 2024 but with a more structured and consistent approach. Discussions around the future of this in terms of how the programme looks.

<b>Planning for next year:</b> <ol style="list-style-type: none"> <li>Review of Tautoko in Term 1, 2024 in response to student needs.</li> </ol>
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<b>Strategic Goal:</b>	<b>CURRICULUM</b>
<b>Annual Goals:</b>	<p>Library activities contribute to our reading culture</p> <p>A localised curriculum IS embedded into the college curriculum</p> <p>4 Teacher Only Accord Days</p>
<b>Targets:</b>	<ol style="list-style-type: none"> <li>1. Exposure to and of the library is developed</li> <li>2. Students and whānau embrace the localised curriculum</li> <li>3. Level 1 readiness for NCEA changes</li> </ol>
<b>Key improvement strategies:</b>	<ul style="list-style-type: none"> <li>• Each term the library holds an event</li> <li>• Evidence of the localised curriculum in Year 7 &amp; 8 programmes, modules and learning packages</li> <li>• Level 1 is ready for 2023 implementation</li> <li>• <i>"How are you growing a reading culture at Ruawai College?"</i></li> <li>• <i>"What does a localised curriculum look like in your planning and teaching?"</i></li> <li>• <i>"What does NCEA Level 1 look like in 2023?"</i></li> </ul>
<b>Expected Outcomes:</b>	<ul style="list-style-type: none"> <li>• A reading culture is valued at Ruawai College</li> <li>• Localised curriculum is fostered /embedded</li> <li>• NCEA changes are underway</li> </ul>



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<b>TARGET 1: Library activities contribute to our reading culture</b>			
<b>What did we do?</b>	<b>What happened?</b>	<b>Reasons for the variance - Why did it happen?</b>	<b>Evaluation - Where to next?</b>
Each term the library holds an event	Library held events from time to time.	Due to staffing and time constraints, this did happen but might not have been as regular as we had planned for.	Library to continue to be a hub for literacy. We could potentially look into using community volunteers to staff our library.
<b>TARGET 2: A localised curriculum is embedded into the college curriculum</b>			
<b>What did we do?</b>	<b>What happened?</b>	<b>Reasons for the variance - Why did it happen?</b>	<b>Evaluation - Where to next?</b>
We looked at how students and whānau could be involved in curriculum development.	Some voice was collected concerning junior modules.	Primarily PLD time was a constraint in this.	If we were to join the Northern Wairoa Kahui Ako we could share local schools' understanding and knowledge in this space.
<b>TARGET 3: 4 Teacher Only Accord Days</b>			
<b>What did we do?</b>	<b>What happened?</b>	<b>Reasons for the variance - Why did it happen?</b>	<b>Evaluation - Where to next?</b>
We had the 4 accord days	Teachers learnt about the new curriculum and changes to NCEA	Because of the depth of changes more time is needed in this space	Continue to learn and be involved in the NCEA change program where possible. Potential for looking at structuring a PLD session after

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			school on the regular or changing the format of usual staff meetings so we can fit this learning into that.
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### Planning for next year:

1. Focus in 2024 should be on the NCEA change programme and the curriculum refresh. PLD will be needed to fund staff going to learning area meetings in Whangarei or Auckland.
2. We should review our curriculum plan and offerings to ensure there are sufficient pathways at RC. This could mean investigating alternative ways of doing things such as Academies (Services Academy, Performing Arts Academy, Te Tai Tokerau Trades Academy, Te Ao Māori Academy etc), looking into our course structure such as the development of topic-led courses that lean on many Achievement Standards (in one topic). Engaging with organisations such as Pūhoro who offer a science support program for students etc.
3. We could also look at a Year 13 camp in Term 3 to gain a UE Domain.