

RJHS 2023 ACHIEVEMENT TARGETS - STATEMENT OF VARIANCE

Achievement Target 1

MATHEMATICS

For 50 students in Year 10 to make accelerated progress in Mathematics in 2023.

Achievement Target 2

LITERACY

For 41 students in Year 10 to make accelerated progress in Reading and Writing in 2023.

TARGET 1: For 50 students in Year 10 to make accelerated progress in Mathematics in 2023.

With the NCEA numeracy corequisite featuring mathematical questions embedded in 'story contexts', there is a need for students to have mathematical and literacy knowledge and skills at a solid level 4 - early level 5 of the NZ Curriculum in order to be successful in this assessment. Anecdotally, a solid Level 5 is reported by pilot schools as essential for this co-requisite.

Of the students who were achieving at Early Level 4 or below at the end of Year 9 (below expectation) in Mathematics / Numeracy, 50 have been identified as part of a target cohort as they sit below expectation in Reading and Writing also.

The progress of this cohort of students needs to be accelerated. This means that they need to move one whole curriculum level in a year. Many of the students who feature in this target group also feature in the Literacy target group.

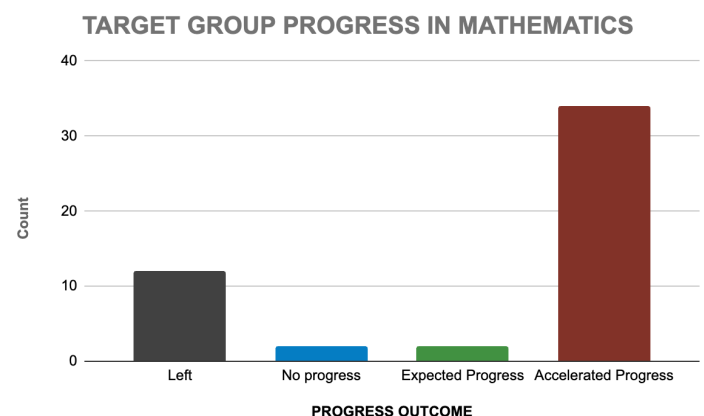
It is important to note that this group of students (year 10) have experienced COVID disruptions to their learning for the entirety of their time here at RJHS.

TARGET GROUP	GROUP SIZE	GENDER	ETHNICITY
SPREADSHEET	50 STUDENTS: This makes up 14% of our Year 10 cohort.	Within this group, 74% are male and 26% are female.	12 students or 24% of this cohort are Māori (11 males and 1 female)

RESULTS

	Count	%
Left	12	24.0
No progress	2	5.25
Expected Progress	2	5.25
Accelerated Progress	34	89.5

Students who left throughout the year have not been included in the progress count, as they did not complete an academic year of learning, and we did not have end of year results for them.





Excellent progress was made by Year 10 students in Mathematics in 2023, especially those in this target group. Proportionally, a significant number of students made accelerated progress.

The initiatives undertaken to achieve this progress are:

- The whole school Numeracy programme (3x 30 minutes session / week) or targeted and explicitly taught numeracy skills, using a consistent structure and effective resources.
- Explicit acts of teaching of numeracy skills being assessed in the CAA, especially in the areas that have been identified to have low levels of teaching i.e. Explaining the reasonableness of a chosen mathematical and/or statistical response.
- Ongoing professional learning in the Mathematics teaching team on effective pedagogical approaches to teaching mathematics, including a focus on Mātauranga Māori, and using Te Āo Māori contexts.
- Strong leadership and coaching of the Mathematics teaching team, sharing of resources and good moderation practices.
- Lost learning funding was used to provide after school tutoring for target students in Terms 2 and 3 in two 6 week blocks of tutoring

When we look more closely at the data, there is very little difference in achievement across ethnicities and genders in Geometry, but a significant difference in Statistics. Māori underachievement in Statistics is evident in the end of Semester 2 Achievement Data, despite these same students achieving at a similar level to non-Māori in Geometry.

In terms of achieving the target in the way it was worded, this was not possible due to the number of students on the initial Target Students list who left RJHS throughout the school year, and therefore we are unable to access their progress. There is an evident pattern in this identified group of students who are disengaged in schooling and learning, and throughout their Year 10 schooling year they are either excluded, attend Alternative Education offsite, or move schools in attempt to become more engaged elsewhere.

What's next?

Raising Māori achievement in Statistics through explicit literacy teaching strategies. A whole school approach to Writing, similar to what we have introduced and seen success from in Numeracy, is being introduced in 2024. Mathematics teachers will leverage this programme and use literacy strategies to support learners to understand and respond to mathematics tasks that are literacy rich.



TARGET 2: For 41 students in Year 10 to make accelerated progress in Reading and Writing in 2023.

With the Literacy Co-requisite available to our students in 2023, the focus is on the readiness of our Year 10 cohort to be successful in this assessment. While the majority of Year 10 students begin the year at Curriculum Level 4 for Writing and Reading, by the end of Year 10 they need to be at Level 5 to be confident heading into NCEA Level 1 (Level 6 of the curriculum). For the literacy corequisite the standard is set at High Level 4 - early Level 5 (but anecdotally, the pilot in other schools is suggesting students need to be solid 5 to be successful).

It is important to note that this group of students (year 10) have experienced COVID disruptions to their learning for the entirety of their time here at RJHS.

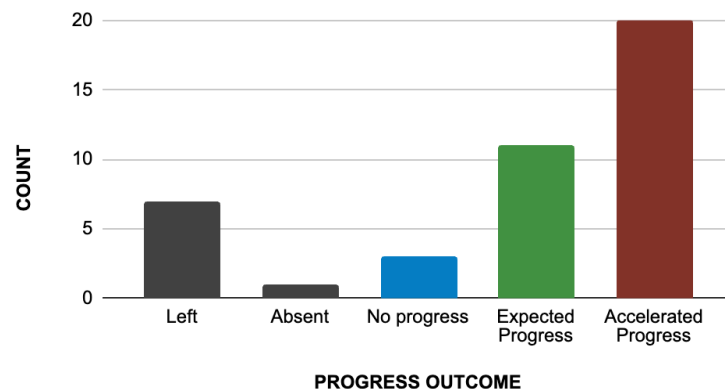
TARGET GROUP	GROUP SIZE	GENDER	ETHNICITY
SPREADSHEET	41 STUDENTS: This makes up 11% of our Year 10 cohort.	In this group, boys make up 82%, girls make up 18%	Māori students make up 21% of this group

RESULTS

Reading	Count	%
Left	7	20.0
Absent	1	2.9
No progress	3	8.6
Expected Progress	11	31.4
Accelerated Progress	20	57.1

Students who left throughout the year have not been included in the progress count, as they did not complete an academic year of learning, and we did not have end of year results for them.

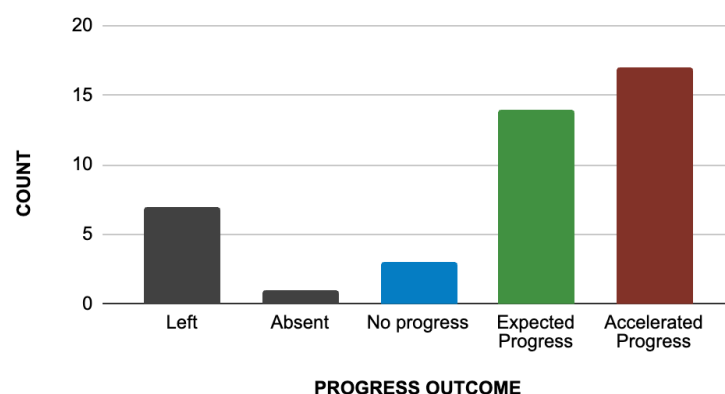
TARGET GROUP PROGRESS IN READING



Writing	Count	%
Left	7	20.0
Absent	1	2.9
No progress	3	8.6
Expected Progress	14	40.0
Accelerated Progress	17	48.6

Students who left throughout the year have not been included in the progress count, as they did not complete an academic year of learning, and we did not have end of year results for them.

TARGET GROUP PROGRESS IN WRITING





Very good progress was made by Year 10 target students in Reading in 2023, and good progress was made in Writing. Proportionally, a significant number of students made progress, and accelerated progress. Progress in reading was better than progress in writing, which is reflected in all of our literacy achievement data, and matches national trends.

The initiatives undertaken to achieve this progress are:

- Literacy across the Curriculum PLD for all staff during 2022 & 2023.
- CoL / Kahui Ako In School leaders team planning and delivering PLD on literacy to the staff, and analysing data.
- Year 7 and Year 10 English modules trialled Writers Toolbox in Semester 2
- Lost learning funding was used to provide after school tutoring for target students in Terms 2 and 3 in two 6 week blocks of tutoring

In terms of achieving the target in the way it was worded, this was not possible due to the number of students on the initial Target Students list who left RJHS throughout the school year, and therefore we are unable to access their progress. There is an evident pattern in this identified group of students who are disengaged in schooling and learning, and throughout their Year 10 schooling year they are either excluded, attend Alternative Education offsite, or move schools in attempt to become more engaged elsewhere.

What's next?

While there has been a whole staff PLD focus on Literacy Across the Curriculum practices, we have not seen a significant improvement in literacy achievement. Competing priorities in different learning areas, in the limited time teachers have students in their Learning Modules, mean that the time and explicit teaching of literacy skills was not consistent across different courses.

Following on from the success of the whole school numeracy programme, in which all teachers in the school teach numeracy following a programme based on best practice, we are introducing a writing programme. Using Writer's Toolbox as the platform, students will progress through the Learning Journey at the appropriate level and pieces of writing will be monitored by Learning Advisors, and software feedback on individual student's writing will be tracked. 3 x 30 minute sessions per week will be dedicated to this. It has been planned and delivered by the CoL In School Literacy team.



RJHS 2024 ACHIEVEMENT TARGETS

Achievement Target 1

WRITING

80% of students in Years 8 - 10, who are below or well below curriculum expectation, will make progress and 60% of them will make accelerated progress.

Achievement Target 2

MATHEMATICS

90% of students in Years 9 & 10, who are below or well below curriculum expectation, will make progress and 60% of them will make accelerated progress.

Strategic Goal Three WAANANGA

Provide engaging and challenging learning opportunities so everyone thrives.

TARGET 1: 80% of students in Years 8 - 10, who are below or well below curriculum expectation in Writing, will make progress and 60% of them will make accelerated progress.

Writing progress and achievement continues to be an area of concern at RJHS, with achievement in Writing lower than Reading and Numeracy & Mathematics, particularly in Māori and Pasifika students, and in boys.

Of the Year 10s in 2024 that sat the Writing CAA for NCEA, only 57% achieved the Writing Co-requisite Standard (compared to 72% in Reading and 76% in Numeracy).

We have chosen to focus on Years 8, 9 and 10 because these are the cohorts we have end of year data from the previous year, to assess progress against.

TARGET GROUP	GROUP SIZE - 118	GENDER	ETHNICITY
SPREADSHEET	Year 8 - 31 Year 9 - 41 Year 10 - 46	In this group, boys make up 75%, girls make up 25%	24% of this cohort are Māori, 50% are NZ European, 9% are Pasifika.

INTERVENTIONS

The interventions that will be undertaken to achieve this target are:

- CoL / Kahui Ako In School leaders team planning and delivering PLD on literacy teaching to the whole teaching staff, and Inclusive Learning staff, and analysing data.
- Whole school Writers Toolbox programme taught and monitored during Hapuu time, in Advisories (6 x 30min sessions in a fortnightly skill focus cycle)
- Teacher identification of target students with close monitoring of their progress
- Small group interventions by the inclusive learning team



TARGET 2: 90% of students in Years 9 & 10, who are below or well below curriculum expectation in Mathematics, will make progress and 60% of them will make accelerated progress.

Despite the ongoing improvement in the Numeracy achievement of RJHS students, and the narrowing achievement gap between Māori and non-Māori, approximately 11% of Year 9 - 10 in students are still achieving below or well below in Mathematics.

This group has been chosen because they are part of a redesigned Numeracy programme, specific to Years 9 and 10. This programme is targeted to improve Numeracy skill, with a particular focus on literacy dependent Numeracy learning. This enables students to answer richer questions and demonstrate critical thinking in a Mathematics context.

We hope to see an improvement in Learning Module Mathematics End of Semester OTJs, as well as success for our Year 10 students in the NCEA Numeracy Co-requisite Achievement Standards (assessed through the CAA)

TARGET GROUP	GROUP SIZE - 96	GENDER	ETHNICITY
SPREADSHEET	Year 9: 31 Year 10: 65	Within this group, 51% are male and 49% are female.	12% of this cohort are Māori, 45% are NZ European, 8% are South African European.

INTERVENTIONS

The interventions that will be undertaken to achieve this target are:

- The whole school Numeracy programme (3x 30 minutes session / week) or targeted and explicitly taught numeracy skills, using a consistent structure and effective resources.
- Quality acts of teaching of numeracy skills being assessed in the CAA, especially in the areas that have been identified to have low levels of teaching i.e. Explaining the reasonableness of a chosen mathematical and/or statistical response.
- Ongoing professional learning in the Mathematics teaching team on effective pedagogical approaches to teaching mathematics, including a focus on Mātauranga Māori, and using Te Āo Māori contexts.
- Strong leadership and coaching of the Mathematics teaching team, sharing of resources and good moderation practices.
- Teacher identification of target students with close monitoring of their progress
- Small group interventions by the inclusive learning team



RJHS ANNUAL IMPLEMENTATION PLAN

The shared vision for Rototuna High Schools includes our Mission Statement, Motto, Principles and Values - 'Our Kaakahu, Our CLOAK'. These elements of our vision communicate what we as a school and community believe are important for our people and aim to achieve.

Motto	Mission Statement	Foundations of our Curriculum Decision-making
Connect, Inspire, Soar	Empower our people to be connected, collaborative, community-minded learners inspired to soar.	CONNECT through collaboration and whanaungatanga. INSPIRE through personalised authentic learning experiences. SOAR through creativity and innovation.

Principles

Our Principles are informed by a range of educational research and experience from a range of sources. The Principles guide the direction of our curriculum design and pedagogy.

 <p>AKO We value ako, which is based on the principle of reciprocity. Ako is a notion that ensures that power is shared in learning.</p>	 <p>WHANAUNGATANGA We value quality learning relationships. Learning thrives in a whānau-based environment that supports engagement and success.</p>	 <p>MANAAKITANGA We value integrity, sincerity and respect towards differences, beliefs, language and culture.</p>	 <p>TANGATA WHENUATANGA We value learning that is connected. Contexts are provided for learning where identity, language and culture are activated.</p>
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Strategic Goal One - HAPORI	Strategic Goal Two - WHANAUNGATANGA	Strategic Goal Three - WAANANGA	Strategic Goal Four - MANAAKITANGA
Foster a culture that is inclusive and values all.	Strengthen our partnerships with whaanau, iwi and community.	Provide engaging and challenging learning opportunities so everyone thrives.	Ensure our environment enhances wellbeing/hauora for all RHS students.
1.1 Celebrate diversity and promote inclusion (language, culture and ethnicity; identity).	2.1 Review and refine the way we engage with whaanau.	3.1 Use Te Mataiaho to review and reinvigorate our localised curriculum to prioritise engaging, real world contexts; and future-focused, responsive, pathways.	4.1 Develop and strengthen prosocial practices across the schools.
1.2 Recognise successes (awards, recognition, prizegiving, comms).	2.2 Implement our kahui ako plan with Ngaati Wairere & Te Pae Here.	3.2 Strengthen approaches that provide stretch/appropriate levels of challenge/high expectations/rigour.	4.2 Ensure effective wellbeing supports are available for all students.
NELPs: 1, 2, 3, 5	NELPs: 2, 3, 5	NELPs: 2, 3, 4, 6, 7	NELPs 1, 3

STRATEGIC GOAL 1: Foster a culture that is inclusive and values all.

Initiative 1.1. Celebrate diversity and promote inclusion (language, culture and ethnicity; identity).

Key Actions	Outcomes	Action Status							
<ul style="list-style-type: none"> Ensure we identify & support staff with the expertise to initiate and lead cultural activities & celebrations. 	<ul style="list-style-type: none"> Events and engagement opportunities held at/with school to celebrate cultural diversity 	T1	T2	T2	T3	T3	T4	T4	
<ul style="list-style-type: none"> Physical and digital environments promote a sense of inclusion. 	<ul style="list-style-type: none"> Physical and digital displays created and installed to create a sense of inclusion and diversity 	T1	T2	T2	T3	T3	T4	T4	

Initiative 1.2. Recognise successes (awards, recognition, prizegiving, comms).

<ul style="list-style-type: none"> Understand what successes students want to be acknowledged, and how. 	<ul style="list-style-type: none"> Student successes regularly celebrated, students feel their efforts are acknowledged 	T1	T2	T2	T3	T3	T4	T4
<ul style="list-style-type: none"> Implement effective systems of success recognition based on feedback. 	<ul style="list-style-type: none"> Student successes regularly celebrated, students feel their efforts are acknowledged 	T1	T2	T2	T3	T3	T4	T4

STRATEGIC GOAL 2: Strengthen our partnerships with whaanau, iwi and community.

Initiative 2.1. Review and refine the ways we engage with whaanau.

Key Actions	Outcomes	Action Status							
<ul style="list-style-type: none"> Develop/refine a communications strategy that meets the needs of whaanau. 	<ul style="list-style-type: none"> Whaanau satisfaction and engagement with communications improved 	T1	T2	T2	T3	T3	T4	T4	
<ul style="list-style-type: none"> Prepare our reporting systems for the curriculum refresh to understand how we will report on Curriculum Levels and Progress Outcomes. 	<ul style="list-style-type: none"> 2025 assessment and reporting plan created for Progress Outcomes 	T1	T2	T2	T3	T3	T4	T4	
<ul style="list-style-type: none"> Increase opportunities for whaanau to participate in activities at school. 	<ul style="list-style-type: none"> More whaanau engage with activities at school (planning, involvement, attendance) 	T1	T2	T2	T3	T3	T4	T4	

Initiative 2.2. Implement our kahui ako plan with Ngaati Wairere & Te Pae Here.

<ul style="list-style-type: none"> Establish and appoint the Kahui Ako Ngaati Wairere Liaison position 	<ul style="list-style-type: none"> Kahui Ako Ngaati Wairere Liaison appointed 	T1	T2	T2	T3	T3	T4	T4
<ul style="list-style-type: none"> Form a working relationship with the Kahui Ako Ngaati Wairere liaison 	<ul style="list-style-type: none"> Kahui Ako Ngaati Wairere Liaison enhances relationship between RJHS & mana whenua 	T1	T2	T2	T3	T3	T4	T4

STRATEGIC GOAL 3: Provide engaging and challenging learning opportunities so everyone thrives.

Initiative 3.1. Use Te Mataiaho to review and reinvigorate our localised curriculum to prioritise engaging, real-world contexts; and future-focused, responsive, pathways).

Key Actions	Outcomes	Action Status							
<ul style="list-style-type: none"> Develop a 2 year localised curriculum framework in English, Mathematics, Social Sciences and Digital Technology. 	<ul style="list-style-type: none"> New Curriculum Framework written and used to plan courses for Semester 1 2025 (in Term 4 2024) 	T1	T2	T2	T3	T3	T4	T4	
<ul style="list-style-type: none"> Plan for the introduction of assessing progress outcomes in English, Maths, Social Science and Digital Technology. 	<ul style="list-style-type: none"> Learning in 2025 will be assessed and reported on using Progress Outcomes 	T1	T2	T2	T3	T3	T4	T4	
<ul style="list-style-type: none"> Review the RJHS Quality Teacher Profile and its effectiveness under Te Mataiaho. 	<ul style="list-style-type: none"> RJHS QTP used for Professional Growth Cycle reflects the foci in Te Mataiaho 	T1	T2	T2	T3	T3	T4	T4	

Initiative 3.2. Strengthen approaches that provide stretch/appropriate levels of challenge/high expectations/rigour.

<ul style="list-style-type: none"> Continue the development of our Year 10 NCEA programme with the new Level 1 Achievement Standards. 	<ul style="list-style-type: none"> Year 10 students have experiential access to NCEA Level 1 Achievement Standards 	T1	T2	T2	T3	T3	T4	T4
<ul style="list-style-type: none"> Ensure most Year 10s are prepared for and are successful in, the Numeracy and Literacy Co-requisite Standards. 	<ul style="list-style-type: none"> 75% of Year 10 students achieve the CAA in Numeracy and Literacy 	T1	T2	T2	T3	T3	T4	T4

STRATEGIC GOAL 4: Ensure our environment enhances wellbeing/ hauora for all RHS students.

Initiative 4.1. Develop and strengthen prosocial practices across the schools.

Key Actions	Outcomes	Action Status							
		T1	T2	T2	T3	T3	T4	T4	
<ul style="list-style-type: none"> Collect evidence of the effectiveness of prosocial programmes/initiatives. 	<ul style="list-style-type: none"> Prosocial programmes reduce the % of stand downs and suspensions 	T1	T2	T2	T3	T3	T4	T4	
<ul style="list-style-type: none"> Continue to promote a positive school reputation in the community. 	<ul style="list-style-type: none"> We receive positive feedback from the community and recommendations for enrolment 	T1	T2	T2	T3	T3	T4	T4	

Initiative 4.2. Ensure effective wellbeing supports are available for all students.

<ul style="list-style-type: none"> Evaluate the effectiveness of the Kahui Rangitahi team. 	<ul style="list-style-type: none"> Kahui Rangitahi team use data to inform planning and practices and to assess impact 	T1	T2	T2	T3	T3	T4	T4
<ul style="list-style-type: none"> Establish intervention programmes for at-risk students. 	<ul style="list-style-type: none"> Alternative Learning Programme opened and students complete first semester (S2 2024) 	T1	T2	T2	T3	T3	T4	T4