2022 Analysis of Variance

Rangiora New Life School Te Kura Oranga Hou O Rangiora School No. 418

Focus: **To provide a quality Christian Education that inspires and equips all our students to reach their life potential in order to serve God's purposes.**

Strategic Aim: **Seek first the kingdom of God**
To SEEK involves truth, experiencing God's grace, and discovering who Jesus really is. "Seek first the kingdom of God and all his righteousness…" (Matt 6.33)

Annual Aim 1: **Making sure that Christ is at the centre of everything we do by utilizing prayer and scripture.**

Targets:

A) **Purposeful daily reading of scripture**
B) **Further enhancing Founders' day, Easter, and Anzac day as significant celebrations in our school calendar**
C) **Having Christian performance events linked to our special character.**
D) **Having regular staff worship.**

Baseline data: ***In 2021***

- **Many staff took the opportunity to read scripture as part of in class devotions. Our Head of Christian Living provides a daily scripture based devotion as part of our school notices. Some staff utilised just this - There is more to do here to encourage this practice.**
- **We had varied worship styles and much more variety than previously.**
- **We continue to honour the founding of the school with students, parents and the wider community**

Actions (what did we do?)	**Outcomes** (what happened?)	**Evaluation** (where to next?)
• **Purposeful daily reading of scripture was added to our strategic plan at the start of 2020.** • **Staff were encouraged to try varied methods of worship for our staff worship sessions.** • **All our head students participated in the Anzac service.** • **Founders day - Honour the founding of the school with a founders day assembly.**	• **Many staff took the opportunity to read scripture as part of in class devotions. Our Head of Christian Living provides a daily scripture based devotion as part of our school notices. Some staff utilised just this** • **We had varied worship styles and much more variety than previously.** • **Our Head students represented the school at the Rangiora Anzac service, laying a wreath on behalf of the school.** • **We held our annual founders day assembly honouring Ruth Russell as she was retiring for her connection to the school as a founding students to her position as retiring Executive Officer.**	• **Continue to encourage more scripture reading in classes** • **Continue this practice** • **Continue to build the relationship. With Rangiora RSA** • **We continue to honour the founding of the school**

Planning for next year: **We continue these initiatives to cement the progress made**

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Annual Aim 2: **Developing a foundation of faith that allows students to strengthen their relationship with God.**

Targets:

A) **Having regular Prayer meetings with parents and students and encouraging student led worship and testimony in assemblies.**
B) **Utilising the Interact Curriculum themes for each term across RNLS to provide coherence.**
C) **Reviewing the multitude of values, principles, core values that drive the school.**

Baseline data: **In 2021 we had regular prayer meetings, the interact themes were used for each Term, and we started looking at our values, verses and documentation.**

Actions **(what did we do?)**	**Outcomes** **(what happened?)**	**Evaluation** **(where to next?)**
• **Continued a weekly Parent prayer meeting.** • **A student initiated weekly prayer group was sustained.** • **An external Special Character review was completed by proprietors for Secondary.** • **The within school Kahui Ako team started to review the values and verses that the school holds central.**	• **We had weekly Parent prayer meetings during term time. We also had an email community setup for keeping the wider group in touch with prayer requests.** • **Proprietor surveyed students, and staff.** • **The team are making good progress with a range of stakeholders - Application was made to get an Artist on site to work with students to create a special character mural.**	• **Continue to encourage the growth of these groups** • **Consider the findings of the review.** • **This is progressing well, with interviews capturing the history of the school. Mural funding secured for 2023**

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Annual Aim 3 : Expecting high academic standards and developing a broader measure of student success beyond pass rates.

Targets:

A) Identifying target students in each class, creating a plan to accelerate learning, monitoring and reporting progress of these students' achievement.
B) Having 80% of students at or above the expected curriculum level in reading, writing and mathematics
C) Having every student who leaves RNLS in Year 13 achieving at least NCEA Level 2 and students who leave before Year 13 achieving at least NCEA Level 2.
D) Achieving NZQA Level 1-3 pass rates at or above 90% & having at least 50% of students achieve Merit or Excellence passes.
E) Participating in 2022 MOE PLD Teacher Only Days to understand the proposed changes to NCEA and refine the NCEA programmes being offered in L1-L3 at RNLS as a consequence.
F) Continuing to develop blended online resources and teaching at all levels to support student learning.
G) Encouragement of participation in Kapa Haka – for school events and participation in community events.
H) Participating in the Area Schools Kapa Haka day.
I) Wider participation in Maori language week & Matariki.

Baseline data: *In 2021*

OTJ Analysis Years 0 to 8 December 2021

Reading: 87% of pupils performed at or above the expected curriculum level
Writing: 91% of pupils performed at or above the expected curriculum level
Maths: 85% of pupils performed at or above the expected curriculum level

NCEA Results 2021

	N/A.	Ach.	M.	Ex	M/E	RNLS. Pass.	NZ. Pass	Decile 9 Pass
L1	**7%**	**47%**	**31%**	**15%**	**46%**	**93%**	**68%**	**69%**
L2	**11%**	**33%**	**35%**	**21%**	**56%**	**88%**	**77%**	**84%**
L3	**16%**	**32%**	**36%**	**32%**	**68%**	**84%**	**70%**	**80%**
UE						**68%**	**50%**	**68%**

92 % of all leavers had at least L2 NCEA.

Actions	Outcomes (what happened?)	Evaluation
• **All teaching staff have identified target students that they are focussed on accelerating learning.** • **Academic Dean continues to support secondary students that are identified as possibly not achieving NCEA and working with them.** • **Careers advisor supports senior secondary students by providing access to external courses to boost students credits.** • **Primary staff continue work with RT Lit on writing programme.** • **Target students are the focus.**	**OTJ Analysis Years 1 to 8 December 2022** **Reading Y1-8**: 37% of pupils performed above the expected curriculum level. 49% of pupils performed at the expected curriculum level. 13% of pupils performed below the expected curriculum level. **Writing Y1-8**: 26% of pupils performed above the expected curriculum level. 49% of pupils performed at the expected curriculum level. 13% of pupils performed below the expected curriculum level **Maths Y1-8** : 28% of pupils performed above the expected curriculum level. 52% of pupils performed at the expected curriculum level. 17% of pupils performed below the expected curriculum level **NCEA Results 2022** **N/A. Ach. M. Ex M/E RNLS. Pass. NZ. Pass** **L1 11% 43% 32% 14% 46% 89% 65%** **L2 7% 56% 24% 13% 56% 93% 76%** **L3 33% 19% 26% 22% 68% 67% 69%** **UE 67% 50%** Nearly all leavers had at least L2 NCEA, although we did have a few who left at the end of Y11, and were therefore unable to achieve L2 at RNLS. We participated in the MOE PLD days, many were gatherings of subject specialists at specific schools. We have applied and been accepted into 2 pilot programmes for Christian Living and Music L1 NCEA. The Kapa Haka day for Area Schools did not happen. We did however start to have students perform at our Casafest day. The primary school had a strong focus for Matariki.	The second year of structured literacy continues the work done in 2021. Reading: 86% of pupils performed at or above the expected curriculum level. Writing: 75% of pupils performed at or above the expected curriculum level, Maths: 80% of pupils performed at or above the expected curriculum level. We note drops from the levels in 2021 in Writing an Maths. We are seeing the impact of lower attendance rates due to Covid in 2022. Structured literacy also starts writing later in the year- so we are seeing that impact. NCEA. These NCEA results show excepting minor cohort variance, pass rates ahead of NZ schools, and we have met our targets for merit/excellence for L1 & L3, and 4% behind our target for L2. Given that the school attendance was affected by Covid - that is a very positive outcome and achievement for 2022. Having virtually all students achieve L2 NCEA as a minimum leaving qualification is a priority for us.

Planning for next year: Identifying and working with target students will continue. Structured literacy is becoming an important tool in our toolkit. It does provide a letter focus on writing than we have been used to. We need to monitor attendance carefully as we see its impact in achievement rates.

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Annual Aim: 4 Having good student wellbeing monitoring processes

Targets:

A) **Utilising the student survey data to develop areas to establish baselines, investigate, monitor and develop action plans where necessary to support areas of concern.**

B) **Implementing PB4L Year 9 goals – strengthening Tier 1 &2 - making sure the RNLS way is consistently applied across the school.**

Baseline data: ***In 2021***

- **Implemented Year 9 PB4L goals.**
- **Continued with reward systems**
- **Met regularly as a PB4L team**
- **Continued Tier 2 implementation.**
- **Continued with reward systems throughout the year to great success. - embedded reward systems across the school.**

Actions (what did we do?)	**Outcomes** (what happened?)	**Evaluation** (where to next?)
• Continued with the Tier 1 & Tier 2 committee work	• The PB4L teams have continued to develop the work with Tier 2. Our external review from the MOE gave us great feedback of our implementations, with our best review score to date. We reported to the BOT as apart of a new annual reporting cycle.	• Our Tier 2 work will continue .The Tier 1 programmes are well embedded and ran well, with more students experiencing rewards for good behaviour. • Utilising data from PB4L to guide our work is important here
• Our LSC further developed her role in the school.	• We worked closely with RTLB, MOE, and the Kahui Ako to build a team of LSC's across Tipu Maia. RNLS hosted the meetings and trainings for the Kahui Ako LSC team.	• We will continue to support this very worthwhile MOE initiative.

Planning for next year: **We plan to continue Tier 1 and progress the Tier 2 work. We will continue to work with the various agencies to support the growth of capacity of the LSC's across Tipu Maia Kahui Ako.**

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Annual Aim 5 : Supporting parents in educating their children as successful learners.

Targets:

A) **BYOD – strengthen Y5-Y13, investigating Y3 & 4.**
B) **Expanding parent engagement Portal, utilizing SeeSaw Y1-8, and fortnightly Kamar progress reports for Y9-13.**

Baseline data: ***In 2021 we continued the rollout of BYOD to Y5 to Y13, and continued Kamar ATL reports.***

- **Completed Y5-Y13 Rollout of BYOD, Installed netbooks in library to support short-term borrowers (< 8 hours). Kept a stock of equity netbooks for medium to long term loans (24 hours to 12 months).**
- **Updated RNLS connect page to easier facilitate student connection.**
- **Made the Kamar calendar the central master for all other calendars.**
- **Embedded the fortnightly ATL (attitude to learning) report format for Y9-13.**

Actions (what did we do?)	**Outcomes** (what happened?)	**Evaluation** (where to next?)
• **Maintained BYOD** • **We reorganised the school "COW"s (Computer pods on wheels)** • **We embedded high end pod of netbooks to support classes that needed them** • **Continued fortnightly ATL reports for Y9-13.**	• **We reorganised the school owned netbooks to support the changed environment. We have supplied two pods to Y3/4 classes** **Students can borrow a netbook from the library for short-term needs (<8 hours). An equity netbook (1 day to 12 months).**	• **We need to refresh the school netbooks for lending.** • **ATL reports provide regular progress updates for parents**

Planning for next year:

ATL reports are embedded. BYOD/One Note/Seesaw is providing a good pedagogical modern learning style. It is also allowing easy transition to Home based learning in case of a Covid Level 4 lockdown. The use of school-owned devices to support families who struggle with the cost, or who are getting a device repaired is also working well.

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Annual Aim 6 : **Preparing students for careers and pathways outside school.**

Targets:

A) **Provide a diverse set of pathways for students and allow students to discover their strengths and passions by refining Career counselling with all senior students having a relevant career plan linked to their learning/subject choices.**

Baseline data: ***In 2021 we interviewed students, and used various survey instruments that assists students identify their own strengths.***

Actions (what did we do?)	**Outcomes** (what happened?)	**Evaluation** (where to next?)
• RNLS sent all Y10 students to the ARA open day. • Expanded Net NZ offerings to better support student options choice. • All Y9-Y13 participated in a Holland careers survey to better illuminate their own strengths and possible career directions • Senior students all given the opportunity to have a 20 minute careers counselling session prior to options selection this year.	• All Y10 students exposed to possible tertiary pathways • Make sure that as many options choices are available in a small school. • Students better understand their strengths and weaknesses and possible career pathways that match those strengths. • Students have some career planning to support their studies.	• Careers focus is working well. • Continue and consolidate careers initiatives that allows students to better focus on the pathways out of school. • Continue forward with this

Planning for next year : **We plan to continue these initiatives to cement the progress made**

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Strategic Aim : **Serve God, the community, nations, & the world.**
To SERVE means deciding to put others before ourselves, learning the meaning of empathy. *"The son of man did not come to be served but to serve…"* (Matt. 20:28)

Annual Aim 7 : **Reaching out to those around us in the community by being a Christian witness**

Targets:

Being a leader in the wider Christian and educational community:

A) **Locally in our Christian Education Network (CEN), Tipu Māia Kāhui Ako, & Canterbury Area Schools Association (CASA)**
B) **Nationally in the NZ Association of Christian Schools (NZACS) and the New Zealand Area Schools Association (NZASA)**
C) **Internationally in Mission work.**

- **Baseline data:** **RNLS participates fully within Christian organisations in NZ.**

Actions (what did we do?)	**Outcomes** (what happened?)	**Evaluation** (where to next?)
• **Regularly the Principal, Pastor and BOT rep attend CEN Governance meetings** • **Both Associate Principals participate in DP meetings in the Area School group and the Christian Schools.** • **The RNLS Principal was appointed to the Chair of the CEN for 2021, and continues in 2022.** • **School continues to support sponsored children through World Vision, and Christmas gift boxes, and cans for Christmas**	• **RNLS continues to contribute to CEN.** • **RNLS continues to demonstrate its commitment to Mission work.** **We support our sponsored students by holding mufti days each term. We held a drive for the foodbank late in Term 4.**	• **The RNLS Principal meets termly with the CEN COL Principals to maintain connection with CENCOL** • **Having Associate Principal's involved in CEN COL Schools strengthens the relationship at all levels.**

Planning for next year: **We plan to continue these initiatives to cement the progress made.**