

Horowhenua College



Analysis of Variance Report for 2024

School Name: Horowhenua College
School Number: 0236

Endorsements:

Grant Congdon
Principal

Juliana Mansvelt
Board Chair

Submission date to Ministry of Education:

Introduction

This variance report is for the college year of 2024.

When developing the strategic plan the Board chose its strategic aims carefully and with the intention of making a positive and significant effect on the learning outcomes for our students.

The strategic aims for 2024 were:

1. To ensure a safe and inclusive environment for all where the physical, financial and human resources enhance student learning and well-being.
2. To resource and develop excellence in teaching, learning, leadership, management and governance to enhance student performance in all areas of school life.
3. To raise the engagement and achievement of all students to attain their personal best.
4. To strengthen self-review, active communication, positive relationships and partnerships within the school and with Iwi, Taitoko Kāhui Ako (CoL), and the wider community.

The strategic aims include annual objectives as well as specific targets to achieve. These aims, objectives and targets all focus on promoting, enhancing, improving and progressing student achievement at Horowhenua College, and link directly with the Horowhenua College Strategic Plan.

Annual Goal 1: Pedagogy

Provision of specific and focused Professional Development that supports staff to meet the individual learning needs of their students.

This annual goal is aligned to Strategic Aim 1:

2024 Target

To further develop curriculum delivery and pedagogy through staff receiving ongoing PD on UDL and CRRP

Target achieved: Yes

Actions to achieve targets:

Action	Outcomes	Action Achieved: If not, reason for variance	Evaluation/Next Steps
External providers contracted to provide PD	PD provider contracted through MOE PLD application process.	Action achieved	Continued use of PD contractors as appropriate.
Regular PD provided for staff on UDL and CRRP	Staff meetings regularly provided PD on UDL and CRRP, as well as staff sharing best practice ideas.	Action Achieved	Continue to grow staff knowledge of UDL and CRRP through provision of PD and sharing of best practice by staff.
Staff effectively use the 'Levers for change' template when planning units of work/individual lessons.	The 'Levers for change' document has relevance and is used by staff when planning units or lessons.	Action achieved	Continue to promote the use of the 'Levers for change' document, especially with new staff.
Staff provide learning programmes and delivery models that appropriately meet the learning and cultural needs of all students in their classes.	Ongoing PD has enabled staff to be more aware of individual student learning needs, and this is reflected in their approach to planning units/lessons.	Action achieved	Continue to provide PD to support staff as they respond to the learning and cultural needs of their students.

Annual Goal 2: Student Behaviour

To support staff to provide an effective and consistent approach when managing and responding to student behaviour.

This annual goal is aligned to Strategic Aim 1:

2024 Target

Staff are confident and consistent in how they respond to Student Behaviour

Target achieved: Yes

Actions to achieve targets:

Action	Outcomes	Action Achieved: If not, reason for variance	Evaluation/Next Steps
Pastoral data is analysed to identify aspects of student behaviour that need addressing across the whole college.	Senior pastoral staff analysed KAMAR information to identify and respond to the most prevalent types of student behaviour.	Action partially achieved.	Continue to analyse KAMAR data, but do this more regularly in order to identify and respond to the most prevalent types of student behaviour.
Staff are informed of the procedure to follow when dealing with specific student behaviours.	Staff are regularly briefed and reminded of college procedures relating to student behaviour.	Action partially achieved.	Continue to inform and remind staff of college procedures so response to student behaviour is consistent across the college.
Finance is provided to support staff to upskill effectively.	The PD budget is used to enable staff to attend PD on student behaviour management, especially for PCT/new staff.	Action achieved.	Continue to prioritise PCT/new staff to attend PD on student behaviour management processes.
Staff have high expectations of student behaviour.	Expectations of student behaviour are regularly and explicitly explained to students.	Action partially achieved.	The expectations of student behaviour by staff varies across the college. Establishing sufficient consistency on expectations requires continued focus.

Annual Goal 3: Student resilience (Whaka whanaungatanga)

Respond appropriately as a college to support students who struggle to attend classes due to their own well-being.

This annual goal is aligned to Strategic Aim 3:

2024 Target

To establish a facility within the college to help meet the needs of students who struggle to attend classes due to their own well-being.

Target achieved: Yes

Actions to achieve targets:

Action	Outcomes	Action Achieved: If not, reason for variance	Evaluation/Next Steps
An appropriate facility is identified within the college and set up to receive students.	‘Te Toka’ is established, then moved to another location, with a final location in the planning.	Action achieved.	Continue to develop the final location for Te Toka.
The facility is staffed with one teacher with appropriate skills/qualifications.	Two excellent teachers have so far been employed as teachers in Te Toka.	Action achieved.	Following the resignation of the second teacher, another teacher for Te Toka has been appointed.
Students who are not attending classes are identified and invited to attend Te Toka.	Students attend Te Toka as per their individual plan. They engage with classwork or Te Kura with the intention of re-engaging with learning and/or mainstream classes.	Action partially achieved.	Continue to work with individual students to meet their often extreme individual needs.
Whanau are invited to be actively involved in the processes of getting their students to regularly attend classes.	Whanau are regularly contacted and are involved as much as they want to/are prepared to be.	Action achieved.	Continue to involve whanau and provide regular updates.