

Statement of Variance Reporting



School Name:	Queen Elizabeth College	School Number:	201
Strategic Aim:	All ākonga will achieve school wide competencies in Literacy and Numeracy, including Reading, Writing and Te Ao Māori options.		
Annual Aim:	Educate and embed good teaching practices for Literacy.		
Target:	<p>Click here to record your target/s that relate to you annual and strategic aims above (as set out in your charter).</p> <p>Ākonga will make an average shift of one curriculum level in Writing and Reading.</p> <p>Kaiako will intentionally and explicitly teach Literacy in their classes.</p> <p>Kaiako will have a variety of Literacy teaching skills in their kete.</p>		
Baseline Data:	<p>e-asTTle results ...attached files</p> <p>PAT results ...Attached files</p> <p>Inconsistency across the school for the inclusion of explicit Literacy skills in teacher planning and delivery.</p>		

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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>
<p>HODs ensured that specific Literacy planning was visible in all teacher programmes.</p> <p>Deliberate teaching of PEER (Point Evidence Explanation Response) paragraph structure.</p> <p>Ministry of Education Numeracy led training to look at across school Numeracy.</p> <p>Continued to invest in Write that Essay to support students writing growth.</p>	<p>Writing strategies visible in planning relevant to subject content.</p> <p>Improved understanding of paragraph structure across teaching team.</p> <p>Improved e-asTTle results in Literacy and Numeracy.</p> <p>An increase in CAA (Common Assessment Activities) Writing results.</p> <p>Pass rates for NCEA Literacy and Numeracy well above our equity band level, and in some instances above the national average.</p>	<p>Specific focus on school wide Writing and upskilling teachers on how they can include Literacy skills in subjects outside English.</p> <p>Deliberate acts of teaching and planning with a specific focus.</p> <p>Increased focus on data analysis to identify students who are at risk of Not Achieving and implementation of targeted supports.</p>	<p>See through English Literacy programme (Write that Essay) that students had improve their range of Writing skills and styles.</p> <p>E-asTTle results reflected 73% increase in results beginning to end data.</p> <p>Repeat/embed these actions and monitor.</p>
Planning for next year:			
<p>New AP (Years 7-10) and Lead Teacher will plan a scaffolded Literacy skills programme across the school and train teachers accordingly. Continue with PEER paragraph structure and <i>Write That Essay</i>.</p> <p>School participating in Ministry of Education funded Evaluation Associates led Literacy and Numeracy professional development project, Te Manu Ka Rere, to increase students Literacy and Numeracy with an aim of increasing our CAA pass rate.</p> <p>A new across school Numeracy lead working across Years 7 – 10 to improve across school Numeracy.</p> <p>Adopted Prime Maths programme, as well as a Structured Numeracy approach for Year 7-8 Mathematics.</p>			

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Strategic Aim:	All ākonga will experience a safe, positive, inclusive and culturally responsive environment.
Annual Aim:	80% attendance. Decreased stand downs and suspensions. Student wellbeing survey reflected settled, happy students.
Target:	Students regularly attending 80% of the time. No stand downs and suspensions. Comprehensive pastoral notes and data analysis.
Baseline Data:	First time explicitly measuring regular attendance. The wellbeing survey showed a continuance of evidence of a safe environment for pupils 2024: zero Suspensions 2024: 36 Stand downs

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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>
<p>Use KAMAR to more effectively track and monitor overall attendance</p> <p>Monthly report to Board on overall attendance including data and narrative.</p> <p>Attended <i>Rock on</i> meetings.</p> <p>Specific focus on students attending under 70%.</p> <p>Weekly monitoring meetings with Poutama teachers and Deans.</p>	<p>Students attending regularly 83%</p> <p>0 suspensions</p> <p>20 stand downs, including repeat offenders and those supporting fighting.</p>	<p>Comprehensive programme to target attendance.</p> <p>Monthly attendance meetings with key team members - student centre staff; Principal and DP (Pastoral)</p> <p>Letters to individuals attending under 80% with follow up.</p> <p>At all events, Principal repeatedly communicated expectations to parents with the focus: attending makes a difference to school and future success</p> <p>Chronic absentees getting Pick up service for chronic absentees, with Police support for those attending under 70 %.</p> <p>Celebrated high rates of attendance with rewards and acknowledgements for students and families.</p>	<p>Review Ministry recommendations and continue successful strategies.</p>
Planning for next year:			

Review Ministry recommendations/Attendance and Engagement Strategy and continue successful actions/strategies.

School Name:	Queen Elizabeth College	School Number:	201
Strategic Aim:	Build community confidence in school		
Annual Aim:	Grow numbers of parents attending partnership meetings with the school.		
Target:	More than 60 % parent attendance at Poutama interviews and whanau hui.		
Baseline Data:	Under 50% attending in a random mix.		

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>
<p>Whānau hui in preparation for the Australian tour where Principal and staff engaged personally with whānau.</p> <p>Took our coffee truck out to the community to engage on an informal level.</p> <p>Met with three contributing school principals to develop professional relationships and personal connection.</p> <p>Presentations from QEC students at contributing school open nights.</p>	<p>Tour successful and closer, more trusting relationships formed through these hui, along with fundraising and general common goal sharing.</p> <p>Not as successful as hoped, partly due to equipment failure.</p> <p>Meetings with principals were successful, with moderate success in generating roll.</p> <p>Open night presentations from our students were well-received. Parents could see the calibre of our students, what is on offer at QEC and evidence of the graduates we are producing.</p>	<p>The involvement of the Principal in these hui was a turning point. Parents appreciated getting to know the Principal on an individual level.</p> <p>Equipment failure and securing human resourcing over weekend.</p> <p>Personal nature of the connection and kanohi ki te kanohi interactions.</p> <p>Relationship-building takes time.</p> <p>There was a specific focus on engaging with Year 6.</p>	<p>Most of our initiatives were successful and worth doing again.</p> <p>We will add more schools to our visits and relationship-building in 2025 and keep the Principal-to-Principal connection, as some principals are not in the Kāhui Ako.</p> <p>We will try again with our coffee truck and add some other offsite opportunities to engage.</p> <p>We will focus on increasing the number of parents attending Poutama interviews.</p> <p>Our new AP will have a role in developing interschool relationships.</p> <p>New AP role to develop interschool relationships where we can showcase the programmes we have at Year 7 & 8 level to Year 6.</p>
Planning for next year:			

As described above, along with forming a community engagement committee working through Te Whakangārahu Ngātahi Toolkit.