ST THERESA'S CATHOLIC SCHOOL

2017 ANNUAL REPORT

"To live, learn and love with Jesus, being the best we can be."

PRINCIPAL'S & CHAIRPERSON'S COMMENTS

We have great pleasure in publishing the 2017 Annual Report for St Theresa's Catholic School.
St Theresa's Catholic School is a school of focused teachers who are passionate about children's learning and committed to self-reflection and professional development as a means of becoming more effective classroom practitioners so that every child is empowered to become a life-long learner.
The Board of Trustees is committed to providing the best possible learning environment through a well- resourced school, for children to grow and develop as faith filled people and life- long learners.
We are confident that together, Board and Staff will meet our strategic aims through our careful target setting and provision of support for children's individual learning needs.
KiwiSport Funding: In 2017, the school again utilized the KiwiSport funding to help subsidize the cost of expert Swim Skills Instructors, through 2016/17. The decision was made to use the KiwiSport funding in this area of Physical Education, because of the location of our school on the coast and because of the school's commitment to helping our students grow into adults who are safe in and around water. These same experts will return to the school and free of charge, run a six week programme, *MoveMprove,* to improve strength and fitness in all students. We also used KiwiSport funding to cover cost associated with outside providers such as Softball and tennis.

PERSONNEL
BOARD OF TRUSTEES

The Board of Trustees began the 2017 year with the following members:
Chair: John Mallon
Principal: Donna McDonald
Parish Priest: Fr. Maurice Carmody
Proprietor's Appointees: Damian McBride, Daniel Blank
Staff Rep: Trish Fitzsimons
Parent Reps: Dan O'Hagan (stood down in December), Damian McBride, Gail Saipani, Mike Tohill, Avril Ringrose
We had 3 vacant positions that we called for nominations for in June, we received only 1 nomination:
Parent Rep: Dele Oluwole was elected
Gail Saipani was selected to fill 1 of the positions and this was agreed to by the Board I December
Tafaoali'i Tuna Talamavaio was nominated for selection to the 2nd vacant position in Feb 2018 and the Board agreed to this selection
2018, saw St Theresa's Catholic School running with a full Board of Trustees.

STAFF

At the start of the year the roll stood at 188 children and 122 families. The school started the year in nine classrooms with 8 permanent teaching positions and one Fixed Term position, as well as several fixed term part time positions. The fulltime Fixed Term position, taken up by Arnie Pham, is partially funded through Operations Grant and partially funded by the Board of Trustees.   Deputy Principal Deborah Norris continued to teach Reading Recovery and her release time was filled by Shona Hockings. Darryl Alexander was employed through Van Asch as an additional teacher for a profoundly deaf student which was partially funded by Van Asch and ORs funding. Liz Meyer continued as a .1 additional teacher to an ORs funded student. The starting roll for 2017 was 188 which was 19 more than at the same time last year.

The school opened for the school year on Tuesday 7 February 2017 with the following staff:

Y0/1 Deborah Norris/ Shona Hockings (Part time, Fixed Term)
Y0/1 Joanna Beasley (Scale A)
Y1/2 Deana Collis (Scale A)
Y1/2 Cheryl Kidd (Scale A)
Y3/4   Arnie Pham (Fixed Term Roll Growth)
Y3/4 Angela Cole (Scale A, DRS)
Y3/4   Deb Neave (Scale A)
Y5   Trish Fitzsimons (Scale A)
Y6   Pauline MacLean (AP)
Part-time teachers: Jaqualine Chapman, Liz Meyer
School Secretary and Accounts Manager: Gina Rollandi
Librarian: Sarah Hunt
Reading Recovery Teacher: Deborah Norris
Teachers' Aides: Julie Parker, Sheena Beales, Karen Stewart, Yvette Pierce and Vinny Thomson

The school closed on 18th December 2017 and had 214 students enrolled.   This was 12 more than at the same time last year and the highest ever roll that St Theresa's has experienced.   The reason for having 2 over the maximum roll of 212, was to support the transition of those 2 children with starting back in 2018.

Cheryl Kidd resigned and a fulltime, permanent, non-tagged teacher was advertised for. Through consultation with John Mallon Board Chair, the position was offered to Arnie Pham, who was made permanent for 2018.

Vinny Thomson also resigned as teacher aide/communicator, and we secured the employment of Nikki Vause-Van Iddekinge to fill this position.

Improvement Plan – Domain 1: Catholic Character

3 Year Strategic Aim: All students grow in their spiritual journey through Catholic traditions, and in their understanding and practice of what it means to be part of a community of faith.

2015 Annual Goals	Annual Target
- Develop school processes that actively support school families to engage in the parish sacraments of Initiation. - Develop a student-led Liturgy committee. - Build regular personal prayer opportunities across the school (e.g. adoration, meditation, visits to the church) build understandings of how to assess in this mode our charism	- To provide opportunities for children to strengthen their relationship with Jesus. - Teachers set a personal RE teaching goal that relate to their classroom programme through coaching conversations with DRS. Set regular time to meet. - Run staff development on meditation and how we can use this with our children. Every teacher puts this into practice in their class. - Teachers to use the SOLO rubric in their classrooms as part of the assessment for RE**.** - Syndicates discuss findings from RE assessment. - Develop an authentic affective assessment tool in religious education that focuses on student self-reflection and goal setting.

Key Improvement Strategies

- Develop student leaders to support Mass and Liturgy preparation
- Continue to support Parish baptism strategy through school RE focus
- Build a strong clear understanding of our Charism

Key Actors	What (examples)	Indicators of Progress	END OF YEAR OUTCOMES
Students	- Learn about meditation and have regular opportunities in class to practice this - Exposure to child version of Beatitudes - Catholic Leaders attend Leadership meetings and work on goals throughout the year - Work on specific Service Actions to support Social Justice and Caritas	Regular visits from Father Maurice in classes Catholic Character Leaders working with Mentor teachers and leading initiatives Undertaking and planning Service Actions	- Father Maurice has been a strong presence in the school this term, visiting classes, attending Liturgies and celebrating masses. - Student leaders have meet with Angela and Donna and established Goals – work continues on these - Catholic Character Leaders have continued work on their Leadership goals. They have organised events to raise funds for Caritas.

Teachers	• Set personal RE goal as part of appraisal process • Use of SOLO rubric and language as part of RE teaching and assessment • Attend PD on Prayer and Mediation with children and implement	• All teachers set and review RE goals in coaching conversations with DRS • SOLO rubic visible in all classrooms and woven into assessment of RE strands • Mediation with children is used regularly as a variation of prayer in all classrooms	• All Staff have attended PD and workshops run by Catholic Centre • Work continues on aligning our school values with the Josephite Values and strengthening our • Angela and Deana ran several staff meetings to share resources from collequium with the staff. • The staff attended in school PD on prayer and meditation and have begun to use this in class
Leaders	• Provide opportunities for PD • Support teachers to develop appraisal goals in RE • Attend Catholic Character committee meetings • Continue to use expert community support for training roles • Provide opportunities for school to participate and learn about • Continue to support development of school charism	• Support Catholic Character PD • Set times/ release DRS and teachers for regular coaching sessions • Report back to staff updates from Catholic Character meetings • Value Parish/School link • Regular contact with Josephite Sisters • School involvement in organised events that link to Year of Mercy • Visual displays that promote Year of Mercy throughout the school	• Donna released teachers to meet with Angela to establish Goals through Coaching Conversations these form part of our schoolwide Teacher Appraisal document • Angela has reviewed RE goals with all teachers. • AP attending Catholic Leadership day • DRS arranged for staff PD at the retreat day with Zita Smith using the Enneagram and focused on our individual personality traits.
Monitoring: Reflecting on RE goals through coaching conversations. Continue to seek community expertise when planning any RE				
Resourcing Staff PD Budget; RE Budget $2000				

Improvement Plan – Domain 2: Learning

3 Year Strategic Aim: All students develop as autonomous learners within a holistic learning framework, which provides them with opportunities to experience success.

Core Strategies:

- Set realistic National Standards targets.
- Develop and embed a language of learning as a Framework across all levels, all students, all teachers and is also used in the Learning Hub.
- All students use the Learning Hub as a resource centre for autonomous learning.
- Embed a range of effective thinking tools school wide, appropriate to level and purpose.
- Utilise community expertise to strengthen and enhance curriculum delivery.
- Focus on growing authentic school/parent partnerships through regular collaborative and inclusive practices

• Focused PD to support theory of best practice	**Annual Actions to achieve Target** **Learner Orientation:** Parent information communication evenings termly Rubrics as a continuum (all teachers) Build Inquiry language into SOLO - marry Inquiry model and SOLO **Learning Hub:** Sarah teach layout of LH to students (and adults). Use Staff meeting to determine the purpose of Learning Hub with reference to our vision and PD that Sarah has attended. Update Info Literacy Skills programme taught by Sarah. **Thinking** Use Growth Mindset poster in class and refer to the language. Explore MLE pedagogy **Discovery:** Negotiate Learning through Play, outside of the Friday time. (All teachers). Walk through school to audit resources (this term). **Student Leadership** Schedule coach/coachee time and set up expectation. HERO through school - Year 6 involvement **Student Achievement** Term 1 Focus on learning focused relationships (no specific theme) Inquiries in Term 2 and 3. None in Term 4 Review when nationally normed testing is done (end T3 or early T4) Research this.
Baseline data:	

At or Above NS 2016

2016	All	After 1 yr	After 2 yrs	After 3 yrs	Year 4	Year 5	Year 6	Maori	Pasifika
Reading	85%	**84%**	92%	77%	74%	100%	100%	86%	86%
Writing	81%	**79%**	77%	63%	68%	100%	100%	89%	82%
Maths	85%	90%	65%	65%	71%	91%	96%	86%	82%

At or Above NS 2017

2017	All	After 1 yr	After 2 Yrs	After 3 yrs	Year 4	Year 5	Year 6	Maori	Pasifika
Reading	84%	72%	97%	96%	70% (86%)	74% (73%)	100%	80%	79%
Writing	77%	68%	88% (81%)	91%	64% (76%)	60% (68%)	100%	77%	78%
Maths	78%	68%	85%	86%	70% (80%)	66% (71%)	100%	77%	82%

Targets 2017

2017 National Standards Targets

	All	After 1 yr	After 2 yrs	After 3 yrs	Year 4	Year 5	Year 6	Maori	Pasifika
Reading	Target 92%				70% (86%)	74% (73%)			
Writing	Target 87%				64% (76%)	60% (68%)			
Maths	Target 87%				70% (80%)	66% (71%)			

Key Actors	What (examples)	Indicators of Progress	END OF YEAR OUTCOMES

Students	• Students use SOLO to self-assess and reflect using the symbols and vocabulary • Able to articulate the HERO expectation throughout the school • Begin to understand their Learning disposition	• Students will explain their understanding of SOLO and move themselves along the continuum • Student leaders will be able to coach others across the school in how to be a HERO • Students will begin to direct learning with teacher support	• Children have an awareness of the language of SOLO across the school – this has been identified by teachers as needing to have a stronger focus right across the school • Senior students will have greater access to GAFE and will be securely monitored through Hapara
Teachers	• Continue to build on SOLO taxonomy integrating this in all curriculum areas • Ensure all planning is differentiated using SOLO vocab	• SOLO is evident in all classrooms through displays, in books and students voice • Staff planning meetings use SOLO as the basis for all Inquiry • Teachers are beginning to trial Play Based Learning pedagogy	• Staff have worked together to include SOLO in Inquiry planning and Maths whole school planning • Students' voice gathered during syndicate walk thru, variance in understanding SOLO across classes. • Evidence collected through observations of students directing learning through play
Leaders	• Continue focused PD on SOLO • Consult with the Community • Develop a Learning Language across the school	• Provide ongoing support to teachers to continue the development • Community has an understanding of what a Growth mind set is and can confidently talk about SOLO symbols and vocab	• Very positive and well attended parent evenings on Growth mindsets/Digital Technology and Learner Orientation. This was followed up with information in the newsletter. • We also had Mathematics and Digital technologies evenings that showed how Growth mindsets were used to support particular curriculum areas.
Monitoring Unit reviews, staff meetings, syndicate meeting, Leadership team			
Resourcing Staff PD Budget;			

Improvement Plan – Domain 3: Personnel

3 Year Strategic Aim: To grow all staff and students as a community of learners through opportunities and PD tailored to improve teacher and leadership capability.

Core Strategies:

- Use coaching conversations as a key tool for building teacher and leadership capability.
- Streamline and consolidate teacher appraisal through effective self-review.
- Use an effective self-review to ensure our part time teachers' skills and strengths to complement the full time teachers' skills in order to meet the needs of students
- Provide opportunities and support to develop teacher skills in the agreed aspects of technology.
- Professional development will be tailored to needs of staff with a focus on clarity in the classroom Teacher Capability Matrix (TCM), Te Uenuku (Inquiry process), and the Framework for learning

2017 Annual Goals	**Annual Target**
- Grow staff capability within Digital Technology - Support teachers access to post graduate study - through MindLab - Develop a culture of inquiry into our practice through PAC (practice analysis conversations) - Clear understanding of how the UDL (Universal Design for Learning) fits into our thinking	All staff will show evidence of improvement in practice as part of their Appraisal process. - Ensuring "worthy" goals to improve quality teacher practice are the focus of all coaching conversations. Expect goals to specifically address improvement of teacher practice. - Embed the process as *how we do things* here. - PD with teachers on the purpose and use the ARA process to coach one another/students. - Integrate evidence from the Practising Teacher Criteria into C&M. Continue to use research evidence to ensure rigour and alignment to *best practice* in individual teacher goals. - All E-Learning Policies and Procedures are understood and implemented across the school - Leaders will share learning with other staff through structured PD

Baseline data 2016 saw coaching conversations as integral to the Appraisal process this continues to develop.

Teachers have identified lack of knowledge in E-Learning and devices as a barrier to it being used effectively for student learning.

Key Improvement Strategies			
Key Actors	**What (examples)**	**Indicators of Progress**	**END OF YEAR OUTCOMES**
Students	• Continue to build specific language of SOLO taxonomy • Begin to develop E-Learning skills	• Regularly using symbols and vocabulary of SOLO to position themselves in all curriculum areas • Regularly using GAFE across the curriculum	• All Senior students have been given Google Accounts which will be monitored through Hapara teacher dashboard. This allows students to collaborate with peers, teachers and whanau. • A further 20 Chromebooks were purchased throughout the year for the students in years 3 – 6 to use. • Senior classes continue to have had training on using Hapara to support the use of GAFE, this is ongoing and has been well supported by home and school.
Teachers	• Set personal goals that will directly improve teacher practice • Participate in PD to increase capacity in E-Learning	• Teachers reflecting on learning through guided coaching conversations, videoing and analysis • Confidently working alongside students using GAFE as a tool	• All teachers have had 1:1 coaching conversations with Syndicate Leaders and developed goals for appraisal – focus has been on maths, e-Learning and RE • Staff were supported by curriculum leaders to trial new initiatives • All staff attended PD with Caron Watson (Team Solutions) on Effective teaching in Writing. • 4 staff members attended and graduated from the MindLab post grad paper in Advance Digital Technologies
Leaders	• Use coaching conversations to support setting of high quality goals for appraisal cycle • Provide PD that supports teacher's individual needs and allows them to inquire	• Streamlined regular cycle of appraisal with quality curriculum and Catholic Character goals • Use of outside providers such as CORE Education to integrating	• All classes have regular visits to the Learning Hub, children are able to access LH throughout the day and are supported to follow their Inquiry and explore ideas for Discovery Time. • We have been reviewing Apps to trial and all teachers have had ELearning goals to develop. • Teachers continue to work with CORE, in Syndicates and with whole staff to strengthen understandings

into their practice through Inquiry and E-Learning • Investigate Ariki project to support teacher appraisal through PLG's	E-Learning and modern learning practices • Leaders promote professional learning opportunities • Strong staff culture of learning together through collaborative inquiry	• Donna, Pauline and Arnie attended PD on UDL with the Connected Advisory. • Arnie, Donna and Daniel (Board of Trustees member), attending a workshop on designing a strategic plan for digital technology in school

Monitoring: Student, staff and parent surveys

Resourcing: Staff PD Budget;

Improvement Plan – Domain 4: Cultural Responsiveness

3 Year Strategic Aim: All students continue to develop their understanding and practice of Tikanga Māori and Te Reo Māori.

Core Strategies:
- Develop as an inclusive practice Tikanga Māori across the school in all areas by greater engagement with experts in the community to educate our tamariki.
- Build appreciation of the diverse cultures within our community.
- The bicultural history of the local area is embedded in school culture.

•	Annual Target
	• Continue to integrate Tikanga Maori into all Inquiry themes • Students will build on their ownership of the Waharoa • Students will make links between the local area and Tikanga and Te Reo Maori • Students will continue to develop understanding of their culture through visible signs and symbols in and around the school • Pasifika students will continue to be valued through evidence of their culture embedded into school themes

Baseline data	

Key Improvement Strategies			
Key Actors	**What (examples)**	**Indicators of Progress**	**END OF YEAR OUTCOMES**
Students	• Continue to learn Kapa Haka with both teachers and tutors • Learn specific aspects of Pasifika culture • Develop knowledge of local Iwi through experts and attend Noho Marae	• Students are leading Kapa Haka sessions and teaching younger students (Tuakana Teina) • Students will be able to articulate their knowledge of the local Iwi including protocols and customs of Hongoeka Marae	• Kapa Haka is an embedded practice and all students actively participate in Kapa Haka run by Te Po. Students are growing their leadership in Kapa Haka, through tuakana/teina. The Year 4 and 5 students have been able to step up and lead Haka and karanga due to the ongoing tutoring from the year 6's.. • There are eight Year 4-6 girls who have trained to do the karanga by Kuia Shirley Kelland, and they continually perform this publicly for our school powhiri, and other occasions. • Two Year 6 boys trained with Shirley to use the Conch for Powhiri and they were also able to train 2 year 5 boys to continue in • PolyClub has not happened this year because the parents who lead it were not available and no one stepped forward for this role. • We celebrated Samoan Language Day and Cook Island Language day with several school families and Holy Family School assisting us. • Students continue to gain knowledge of our local area and the Taniwha of Porirua, through our Inquiry units. • Plans are still underway for a Noho Marae, however we have struggled to make firm connections and plans with Hongoeka Marae
Teachers	• Continue Kapa Haka sessions during terms 1 and 4 without tutors	• Teachers are confidently planning and facilitating Kapa Haka using students throughout the school as leaders	• Teacher involvement and participation in Kapa Haka continues to be very high and teachers are proactive in helping Te Po with management of students and role modelling the actions/singing. • All classes learned a variety of prayers in Samoan and continue to incorporate these into daily prayer.

	• Implement Pasifika and Tikanga themes throughout all Inquiries • Participate in Te Reo Maori and local history PD through community experts and embed this in Inquiry planning • Develop Pasifika and Te Reo Maori prayers	• Teachers are embedding Pasifika themes such as Sasa and traditional prayers into Kapa Haka, Masses and other celebrations	• A Te Reo taster session was held for teachers during our October TO day. This was well received and will be continued. • The Sasa was taught to the whole school and formed part of our whanau day celebrations, masses and other school wide events. • Teachers continue to teach the whole school new songs for Matariki in Te Reo Maori, English and Samoan.
Leaders	• Organise PD in Te Reo Maori with an underlying focus on Tikanga Maori • Organise school Marae visit with seniors having a Noho Marae • Complete design plan and construct waharoa	• Ensure all staff have begun using He Reo Tupu for PD in Te Reo and investigate support for this • Plan opportunities for Community Consultation • Locate and engage local carver/artist to construct waharoa	• Teachers are beginning to use He Reo Tupu in syndicates to inform Inquiry planning. • A Hangi was organized by teachers to celebrate Matariki and this opportunity was used to consult with our Maori community • Waharoa plans are in storage. The ideas may be used in the way the Learning Hub is decorated. An actual Waharoa at the entrance to the school is an ongoing recommendation.

Monitoring: Community consultation: how is this working? We have not held a Māori Consultation meeting this year specifically, however we have endeavoured to connect with our Maori community through face to face and school celebrations.

Developing a strategy for developing and growing the involvement in the school of other cultures is a next step action. To consider: What cultures? Who will lead this? How will an action strategy be developed (Board/School/community team?) How will this be communicated?

Resourcing: Maori Budget: $2000 (Te Po and Challenge 2000) Alice Patrick MOE, He Reo Tupu, Local Community

Improvement Plan – Domain 5: Environment & Sustainability

3 Year Strategic Aim: The school is future-proofed through attention to sustainable management of resources.

Core Strategies:

- Complete the Learning Hub.
- Develop teacher resource and release room with resources collected and catalogued in an efficient storage and retrieval system.
- Purchase field next door.
- Upgrade classroom furniture to better meet student need.
- Upgrade IT devices in a sustainable way.

	Annual Target
•	• 10 year Property Plans prioritised and underway • Teacher resource room is fully functional and regularly used • Classroom furniture is aligned to the needs of the learning environment • Procurement plan underway to ensure sustainable purchases of devices to support E-Learning

Baseline data The 10 Year Property Plan was discussed and priorities surfaced. The former library has been fitted with shelving for better storage. This room is now working well as a withdrawal/teacher release room. We need to utilise all spaces within the school to support our growing roll, ideas have been discussed and a long term strategy will be part of our ongoing strategic plan review.

Key Improvement Strategies

Key Actors	What (examples)	Indicators of Progress	END OF YEAR OUTCOMES
Students	• Develop understanding and use of E-Learning • Develop understanding of being digitally aware and cyber safety • Continue to develop use of the Learning Hub	• Positive use of devices to enhance learning • Leadership developed in Learning Hub with student lead projects	• We currently have 1:2 access to devices across the school. • All students and have E learning goals, that are regularly assessed and refocused as necessary • All devices are monitored through our N4L system which has very robust security. • Snr students use LH on a daily basis as an extension area for research of own projects • All children have OPAC accounts, which support their access to online resources

Teachers	• Support students independent use of the learning hub • Involvement in trialing and reviewing suitable devices to support school-wide procurement plan • Continue to develop teacher resource room • Participate in investigation of Pedagogy that supports ILE	• Consistent regular use of the Learning Hub to extend students • All teachers have input into procurement plan for devices across the school • Teachers have improved pedagogical understanding of E-Learning	• All staff have eLearning goals that are shared in a Google Doc. These are reviewed regularly. • Staff survey through Google Forms identified whole school requirements for devices. • We worked with CORE to gain an understanding of our continuum of ability. We have regular meetings to ensure we continue to increase capability across the whole staff. • Online survey conducted and feedback has been used to inform our ongoing planning
Leaders	• Plan and develop sustainable E-Learning platform • Work with community to ensure high quality devices identified to meet the needs of all learners • Work through highlighted priorities in 10 yr plan with BoT and ADW	• PLD in E-Learning planned and supported across the school • Community feedback sought and actioned around E-Learning • High level priorities on 10yr plan have begun to be actioned	• Google Chromebooks and iPads were the preferred devices, so procurement around these continues. • We have a strong relationship with Noel Leeming Group to provide us with the best deals. • Carus Group completed the exterior painting of the school early 2017 • ADW – replaced junior boys toilet block and added an extra learning space • Carpet in Rm 7 continues to cause problems – we have passed this onto Lee Ashby

Monitoring: BoT reporting, Staff and syndicate meetings,

Resourcing Board (Operations Grant), Abel, Gil (Aiscorp), ADW

ANALYSIS OF ACADEMIC TARGETS 2016

STRATEGIC AIM 2: All students will experience success within a holistic curriculum, with a special focus on progress and achievement in relation to National Standards.

ANNUAL AIM: Targets set for 2017 against 2016 National Standards achievement data are met.

That there will be more students at or above standard after 1 year at school in Writing. That more students at Year 4 and Year 5 will be meeting the National Standard.

Overall NS targets for 2017: **Reading: 92%; Writing : 87 %; Maths: 87 %**

SUMMARY OF RESULTS – Students at or above standard

2016	All	After 1 yr	After 2 yrs	After 3 yrs	Year 4	Year 5	Year 6	Maori	Pasifika
Reading	85%	**84%**	92%	77%	74%	100%	100%	86%	86%
Writing	81%	**79%**	77%	63%	68%	100%	100%	89%	82%
Maths	85%	90%	65%	65%	71%	91%	96%	86%	82%
2017	All	After 1 yr	After 2 Yrs	After 3 yrs	Year 4	Year 5	Year 6	Maori	Pasifika
Reading	84%	72%	97%	96%	70% (86%)	74% (73%)	100%	80%	79%
Writing	77%	68%	88% (81%)	91%	64% (76%)	60% (68%)	100%	77%	78%
Maths	78%	68%	85%	86%	70% (80%)	66% (71%)	100%	77%	82%

Key:
Red: Target student cohorts 2017
Green: Improvement Target for the cohort 2017 against actual result

READING NATIONAL STANDARDS

DATA 2017

84% (142) of all students reached the National Standards in Reading.

Reading All students Years 1 - 8		Well Below		Below		At		Above		Total
		No	%	No	%	No	%	No	%	No
All students	Male	2	2.4%	16	18.8%	44	51.8%	23	27.1%	85
	Female	0	0%	10	11.8%	52	61.2%	23	27.1%	85
	Total	2	1.2%	26	15.3%	96	56.5%	46	27.1%	170

Reading – Target Students

Year 1-2 Review

8 students were identified **after 1 year** at school as being below the National Standard. 1 of these students has had ORs funding and all students will continue to be identified as Target Students.

5 students **after 2 years** at school was identified as being below the National Standard, and will be monitored as a Target students.

Year 3-6 Review

Year 4: 3 students were identified as having high needs and were below the National Standard at the end of the year.

Year 5: 8 students were identified as being below the National Standards (these students have been ongoing targets)**,** and will continue to be monitored as Target students.

Year 6: 2 students were identified as having high needs and were well below the National Standard at the end of the year (1 student was OR's funded and the other was classified as having High needs but did not receive funding).

High Achievers:

After one year at school, 32.3% (10) are reading **above** the NS.

After two years at school, 30.0% (6) are reading **above** the NS.

After 3 years at school, 29.4% (5) are reading **above** the NS.

Of the Y4 cohort, 3.4% (1) are reading **above** the NS.

Of the Y5 cohort, 13.3% (4) are reading **above** the NS.

Of the Y6 cohort, 18.4% (7) are reading **above** the NS.

WRITING NATIONAL STANDARDS

DATA 2017
73% (115) of all students reached or exceeded the National Standard in Writing.

Writing All students Years 1 - 8		Well Below		Below		At		Above		Total
		No	%	No	%	No	%	No	%	No
All students	Male	4	4.8%	23	27.7%	48	57.8%	8	9.6%	83
	Female	0	0%	16	21.3%	50	66.7%	9	12.0%	75
	Total	4	2.5%	39	24.7%	98	62.0%	17	10.8%	158

Writing – Target Students

Year 1-2 Review
6 students were identified **after 1 year** at school as being below the National Standard. 1 of these students was ORs funded and all students will continue to be identified as Target Students.
5 students **after 2 years** at school were identified as being below the National Standard, and will be monitored as ongoing Target students.

Year 3-6 Review
Year 3: 1 student was identified as being below the National Standard, and will be monitored as ongoing Target students.
Year 4: 9 students were identified as having high needs, and were below the National Standard at the end of the year.
Year 5: 11 students were identified as being below the National Standards and will continue to be monitored as Target students.
Year 6: 7 students were identified as having high needs, and were below the National Standard at the end of the year.

High Achievers:
After one year at school, 12.9% (4) are writing **above** the NS.
After two years at school, 11.8% (2) are writing **above** the NS.
After 3 years at school, 15.4% (2) are writing **above** the NS.
Of the Y4 cohort, 3.4% (1) are writing **above** the NS.
Of the Y5 cohort, 10.0% (3) are writing **above** the NS.
Of the Y6 cohort, 10.0% (5) are writing **above** the NS

MATHEMATICS NATIONAL STANDARDS

DATA 2017

77% (119) of all students reached the National Standard in Mathematics.

Mathematics All students Years 1 - 8		Well Below		Below		At		Above		Total
		No	%	No	%	No	%	No	%	No
All students	Male	4	4.9%	12	14.8%	48	59.3%	17	21.0%	81
	Female	0	0%	20	27.0%	45	60.8%	9	12.2%	74
	Total	4	2.6%	32	20.6%	93	60.0%	26	16.8%	155

Mathematics – Target Students

Year 1-2 Review

5 students were identified **after 1 year** at school as being below the National Standard. 1 of these students was ORs funded and all students will continue to be identified as Target Students.

5 students **after 2 years** at school were identified as being below the National Standard, and will be monitored as ongoing Target students.

Year 3-6 Review

Year 3: 4 students were identified as being below the National Standard, and will be monitored as ongoing Target students.

Year 4: 7 students were identified as having high needs, and were below the National Standard

Year 5: 9 students were identified as being below the National Standards and will continue to be monitored as Target students.

Year 6: 2 students were identified as being below the National Standards and will continue to be monitored as Target students.

High Achievers:

After one year at school, 25% (6) are **above** the NS in Maths.

After two years at school, 20% (4) are **above** the NS in Maths.

After 3 years at school, 14.3% (2) are **above** the NS in Maths.

Of the Y4 cohort, 10% (3) are **above** the NS in Maths.

Of the Y5 cohort, 10.0% (3) are **above** the NS in Maths.

Of the Y6 cohort, 21.1% (8) are **above** the NS in Maths.

Analysis of Variance of Actions Taken to Address Targets

ACTIONS (what did we do?)	OUTCOMES (What happened?)	REASONS FOR VARIANCE (Why did it happen?)	EVALUATION (Where to next?)
Refer to the above table for the analysis of academic outcomes of target students against the National Standards.			
Literacy PD **Improve teacher knowledge and practice with a focus on integration across the curriculum** **Use Spirals of Inquiry to accelerate target students to ensure they attain the appropriate NS level** **Strengthen engagement process with whanau** **Build and support capability of leaders to provide feedback** .	• Literacy across the curriculum • Student led learning • Teaching as Inquiry • Streamlining processes such as monitoring meetings for target students • Investigating PaCT tool to make reliable OTJ's Students: • Articulate their learning, what they are learning, how they are going, what support they need. How they know they have achieved • Have developed confidence and capability to direct/lead learning Teachers: • Developing learning conditions that connect to the learner's interests • Know their target students – and develop pathways using the Learning Progressions framework to accelerate learning • Select target students to focus on and gain impact through Spiral of Inquiry • Use student voice to inform teaching and learning • Connect with family/whanau	• Comparative 2016/2017 data shows a sideways move for Year 4's with students' percentage 'At' NS not shifting, however our Year 6 students made a significant shift forward moving from 40% below NS in 2016 to only 23.7% below NS in 2017. • The 5 lens of effective literacy practice for writing were used to provide teachers with opportunity's to be observed. The PAC (practice analysis conversation) supported teachers to reflect and critique their teaching. • Mini lessons focused on a specific aspect of a student's writing and gave a focus to improve on • All staff attended workshops for PaCT and were supported to make OTJ's using the tool •	• Develop and implement robust monitoring systems for target students that fit within the Inquiry • Continue to provide support and opportunities for feedback and feed forward • Our Junior school will begin an acceleration programme – based on the ALL programme • Continue with videoed PAC

ACTIONS (what did we do?)	OUTCOMES (What happened?)	REASONS FOR VARIANCE (Why did it happen?)	EVALUATION (Where to next?)
Maths PD *How can we engage students in mathematical inquiry to raise achievement?*	• Analysed data from JAM, PAT, IKAN,GLOSS and identified target students. • All teachers developed a spiral of inquiry around those target students • Key areas identified that teachers can positively influence for example difficulty in focusing, lack of self-confidence, risk taking etc. • Introduced Talk –Moves concept to staff and developed Socio-Mathematical Norms • Students completed Mindset surveys	**POSITIVES** • At this early stage, Year 4/5 comparative data shows a small improvement in some areas, with Year 5 making more obvious progress than Year 4. • The give-it-a-go, taking risks and growth mind set attitude towards maths learning is clearly seen in most students already. Students are more willing to take risks and persevere. • Learning in the whole school has had a focus on problem solving and rich mathematical tasks.	• Continue to build on the PD of 2017 with particular focus on the problem solving, taking risks and growth mind set attitude towards maths learning. Encourage students to take risks and persevere. • Keep abreast of current research in the BES (Maths). • A key goal will be to investigate how teachers can engage students in mathematical inquiry to raise their achievement, through the use of rich tasks and problem solving.
ACTIONS (what did we do?)	OUTCOMES (What happened?)	REASONS FOR VARIANCE (Why did it happen?)	EVALUATION (Where to next?)
ALiM 2 – Trish Fitzsimons and Pauline MacLean	We have continued to implement ALiM in the classroom as a normal part of the maths programme. Strong focus on vocabulary-TIP chart.	Huge attitudinal shift/mindset shift, confidence and participation of ALiM students. This has been evidenced in the ALiM group and transferred to the classroom programmes whilst the students are working alongside	• Whole school continue to take on ALiM practice. Ensure TA's are trained so they can support the teacher, so the teacher teaches these students. • Acceleration practice as norm.

ALiM 1 – Deb Neave and Cheryl Kidd	Use of tools and representation as a normal part of the programme. Specific teaching of Socio-mathematical norms through Fish bowl. (Explain, justify, challenge.) Rich mathematical tasks. The launch, context, open-ended with high ceiling. Explicit mindset teaching. Growth mindset information evening for parents. Student voice gathering. Maths learning tree, Learning map and online questionnaire. Maths Information evenings and ALiM whanau meeting. OTJ's (GLOSS, IKAN, PAT, teacher observation, bow tie assessment) for all ALiM students indicate that there has been a significant shift for these students.	everyone else engaged in rich mathematical tasks. Students are developing their mathematical communication skills. They are beginning to explain their thinking, justify and challenge. This will continue as a work in progress. Students have positive self-belief as evidenced in the class and through voice gathered. Enthusiastic participation. Students see themselves as part of the whole-class. Front-loading has allowed them to be 'teachers' and this has an impact on their status in the class.	• Extend to whole school as a focus in year 2018.