



St Mary's Catholic School, Papakura

Analysis of Variance 2022

MISSION

Together We Learn, We Pray, We Serve - Me Whakakotahi, Kia Maarama, Kia Pono, Ki Te Karakia

VISION

Developing confident, connected, actively involved, lifelong learners, living in relationship with Christ.

Provision for cultural diversity and recognition of the unique position of Maori

We will develop and implement policies and practices that reflect New Zealand's cultural diversity and the unique position of Maori. The school supports parents requesting instruction in Tikanga and Te Reo Maori for their children, to the extent that existing school staff capabilities and classroom arrangements permit.

OUR STRATEGIC OBJECTIVES: 2022 – 2024

A. Special Catholic Character

B. Wellbeing

C. Student Achievement

2022 Annual Action Plan

Item	Actions	Actual Outcome
A. Prioritising and developing our Catholic Character		
1.To nurture our students' relationship with Christ	All staff encouraged to attend our Staff Retreat with a focus on the Diocesan Mission Map and the Synod	The staff retreats were well attended and delivered by Diocesan staff (RE Adviser).
2.To build spirituality through contemplation & communion	Teachers attend monthly RE/ Catholic Character meetings	RE/Catholic character, cluster meetings attended by all tagged staff with excellent engagement. 4 staff members also attended the launch of Tā Tātau Whakapono (new RE Curriculum)
3.To celebrate human dignity(mana) and diversity	All staff attend weekly staff prayer time and regular staff Masses celebrated by our parish priest, as well as school family Masses at our parish church	3 staff members have also completed the Spiritus course High level engagement and attendance at staff prayer sessions and masses with staff beginning to understand the value and impact of the power of corporate prayer, especially in challenging times.
4.To integrate Māori spirituality and Te Reo Māori with our Catholic faith		Staff are rostered on to lead prayer time each week and individuals prepare well to be present nurturing prayer sessions to strengthen the staff.



St Mary's Catholic School, Papakura

<p>5.To empower authentic mission action</p>	<p>RE Lessons are well planned using the RE Curriculum document</p> <p>RE Planning and teaching is overseen and monitored by the DRS on a weekly basis</p> <p>Students are encouraged to seek out more knowledge about their faith</p> <p>Children learn about our school charism and the work of the RNDM Mission sisters through our integrated RE Curriculum Students are provided with regular opportunities to participate in community mission activities.</p>	<p>Staff planning session led by DRS to support teachers to be able to effectively link our integrated conceptual understandings with the cross-themes of the new RE Curriculum</p> <p>Students are encouraged through their RE programme, to receive the sacraments of baptism, confirmation and Eucharist. 20 children in July/August 2022. 6 children were baptised in September 2022. Further numbers are now registered for the sacramental programme for 2023.</p> <p>New Altar servers have also been rostered on at our parish.</p> <p>The value of our charism is integrated into all learning opportunities and our behaviour management strategy. Prayer circles and meditation are integral parts of our practice, as part of our charism.</p> <p>We celebrated charism day on 15 August as part of our celebration of the Feast of the Assumption.</p> <p>Children are encouraged to participate on a children's liturgy committee and join the liturgical dancing group – this has enhanced our children's sense of spirituality. They participate at school masses as readers, prayers of the faithful and are intimately involved at their team masses and in class prayers. Children also present liturgies at school assemblies with growing confidence and a willingness to celebrate their faith.</p> <p>Special Liturgies have been held to support grieving families and children showed great empathy and a sense of resilience in sharing their grief.</p> <p>A series of Seasons for Growth sessions have been provided for children who struggle with grief and loss.</p> <p>As a mission school, we supported a family going through a challenging time by fundraising to support other families going through similar challenges viz. Cancer Foundation – this stems from our children's enhanced understanding of catholic social teaching.</p> <p>We also engaged in social justice week, with a focus on the impacts of racism. With the support of our PTFA we were able to set up a Pātaka kai, which was constructed by our senior boys as part of their service to our school.</p> <p>We also partnered with our Parent community to support families identified with extraordinary needs viz. meal provision</p> <p>Our staff supported our parish Alpha programme with catering</p> <p>Our students and parent community supported the coin and tree planting ceremony for St Ignatius of Loyola Catholic College.</p> <p>Student leaders also attended the World Vision student conference where they were supported to launch the 40 Hour Famine at school.</p> <p>Our students have become much more confident in using the Māori Gospel responses when the gospel is read at our prayer assemblies.</p>
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St Mary's Catholic School, Papakura

		<p>As we move into the new year we plan to reignite the use of our traditional Māori himene at school assemblies, liturgies and masses.</p> <p>Our term units of learning are supported with a Māori whakatauki which underpins our conceptual understandings.</p> <p>Classroom prayers are bilingual.</p> <p>Mission Day is planned for 11 November.</p> <p>All new families are gifted a special school prayer/ daily reading bag with prayer and faith support for families.</p>
A. Developing an environment of Wellbeing		
<p>1.To establish an effective transition process to support our students' safe return to school in the new year</p>	<p>Re-establish and consolidate digital safety procedures and programmes</p> <p>Utilise Website, APP and Facebook page to enhance and streamline communication to and from parents</p> <p>Seek resourcing from MoE and other providers to be able to fund exciting and engaging opportunities for children</p>	<p>High levels of engagement and attendance as evidenced by our attendance data</p> <p>Student achievement is tracking consistently. Student and teacher voice has been collected via surveys, showing strong levels of confidence and excitement about school. Programmes and classroom environments are well planned and focused on supporting high level engagement and safety. Our targeted learning unit on Hauora supported our student and staff sense of wellbeing with strategies to address potential issues.</p>
<p>2.To strengthen home-school partnerships and active mission</p>	<p>Utilise Website, APP and Facebook page to enhance and streamline communication to and from parents</p> <p>Work with PTFA to engage parents and community in school-based activity eg Gala to bring our community back into the school.</p> <p>Work closely with parish staff to engage with local mission opportunities</p> <p>Learning Unit focused on Mission is planned for Term 4, with Mission day planned.</p>	<p>Ongoing – parent hui/ fono are planned for Term 4/ Term 1, 2023 to collect feedback on strategic planning and curriculum.</p> <p>Parents have been surveyed for their voice about the strategic direction of the school and preferred modes of communication.</p> <p>PTFA is in a rebuild phase with members being recruited and a new executive team. However, a successful gala was held in 2022.</p> <p>A successful Mission Day and various other mission events took place in 2022 - funds raised to support various organisations</p> <p>Further strategic action is planned to develop home-school partnerships across the school and parish in the new year. We believe that a reviewed approach to this goal is necessary and are seeking iwi, community and PLD support with this.</p>
<p>3.To grow and sustain lifelong learners grounded in faith</p>	<p>Focused collaboration in teams and across year levels - staff and students to enhance teachers' capability in this area.</p> <p>Engage in more parish events and connect with parish staff who run the sacramental programme</p>	<p>All concept learning is focused on a mission outcome, where students utilise their learning to benefit their school/community. The RE programme inspired students to ask questions about their faith and this often has led to decisions to be baptised or to complete the sacramental programme. This goal will be ongoing as we further enhance our focus on our charism.</p>



St Mary's Catholic School, Papakura

<p>4.To nourish an attitude of trust and courage based on the sacrament of Reconciliation</p>	<p>Leadership to model restorative and mana-enhancing conversations with children, staff and parents. Embed School values and strategic plan alignment with the St Mary's Way.</p>	<p>Restorative conversations support and enhance our behaviour management strategy and children are able to reflect on their actions and choices and reconcile with friends. Catholic character learning focuses on social justice and an attitude of service which is an expectation for all in our school community to aspire to.</p>
<p>A. Raising Student Achievement across the Curriculum</p>		
<p>1.To further develop our local curriculum (Pūmanawa)</p>	<p>Launch our Teacher/ Staff Profile Launch our Student Profile Establish a robust Te Reo Māori programme Re-establish our Kapa Haka roopu Establish an inclusive cross-cultural programme which integrates with our core curriculum areas Re-establish our Pacific Island performance groups Establish a Filipino performance group Consolidate our digital technology programme</p>	<p>Our local curriculum is developing well, with a range of cross curricular opportunities for all children in an inclusive approach. We are connected by our common faith and a growing understanding of our school charism. High engagement in curricular activities is having a positive and meaningful impact on attendance and student achievement. We are working on improving connections with mana whenua to embrace the stories of our local community as a foundation for our curriculum. Cultural groups sessions focus on valuing language, historical knowledge and tradition to support our integrated curriculum and we are still working on engaging tutors for performance groups. Our goal is to integrate cultural learning throughout each day, rather than a focus only at language weeks.</p>
<p>2.To consolidate effective teaching and practice</p>	<p>Consult and collaborate with staff about our school vision, values and expectations for teaching and learning/ curriculum development and environment Leadership to conduct more regular walk-throughs, formal observations and create more opportunity to give and receive feedback and nurture collaborative conversations in teams. Engage with Healthy Active Learning (HAL) to integrate more interactive and/or outdoor tasks to support literacy and maths programmes</p>	<p>Learner and staff profiles as well as our essence statement are ready to be launched by the end of the year. We plan to integrate these documents into our curriculum approach and strategic planning and will seek feedback on these from our community at our fono/ hui. PLD focus has been on cultural capabilities and how these can be effectively practised in teaching and learning environments. The next phase is to embed these approaches as part of our teacher profile. Children will be supported to be able to utilise the learner profile as a tool to support their lifelong learning skills. Digital technology is being enhanced through skilled support from our newly appointed technology support person in an integrated approach which enhance classroom learning with robust digital activities and outcomes.</p>
<p>3.To improve assessment and reporting procedures</p>	<p>Reinforce assessment procedures and expectations/deadlines with all teaching staff. Workshop staff who need further support</p>	<p>Teachers are assessing children as and when necessary. Assessment is more formative to be able to support OTJs and diagnose next steps for learning/ differentiate programmes and summative to be able to confirm judgements. We are assessing the range of assessment capabilities of staff and providing</p>



St Mary's Catholic School, Papakura

	<p>with how to make defensible OTJs Embed assessment for learning capability</p>	<p>focused support as required. This is an ongoing process which responds to teacher needs as promptly as possible. Reporting is clear and in plain language, shared in writing twice per year with 2 face to face meetings per year.</p>
<p>4.To build and celebrate cultural identity, unity and diversity</p>	<p>Take regular opportunities to celebrate and engage with a range of cultural activities and special dates Use and share languages freely and create fun opportunities to showcase culture and language representative of our school demographics. Engage further with our cultural capability PLD through MoE funded providers - link this learning to our PTCs with a focus on Bicultural partnerships and Treaty of Waitangi capabilities/ PTC expectations</p>	<p>We have taken opportunities such as these as and when possible, given the health and safety restrictions of the past year. We will continue to plan such events into the new year.</p>
<p>5.To nurture individual gifts and talents</p>	<p>Revisit the expectation that teachers get to know their students/ learners and utilise children's interests/ skills/ talents and abilities to engage them and to make our curriculum real and authentic for all children, in order to support meaningful learning for life</p>	<p>We will continue to identify and nurture the skills, abilities and talents of both staff and students to be able to successfully achieve our strategic direction.</p>



St Mary's Catholic School, Papakura

Academic Achievement 2022			
Item	Desired Outcome/Targets	Actual Outcome for 2022	Proposed Targets for 2023
Reading	<p>Maori - 95% at/above CE, from 96% in 2021</p> <p>Pasifika - 85% at/above CE, from 87% in 2021</p> <p>ALL - 90% at/above CE , from 91% in 2021</p>	<p>Maori - 90% at/above CE</p> <p>Pasifika - 80% at/above CE</p> <p>ALL - 87% at/above CE</p>	<p>Maori - 92% at/above CE from 90% in 2022</p> <p>Pasifika - 85% at/above CE from 80% in 2022</p> <p>ALL - 90% at/above CE from 91% in 2022</p>
Writing	<p>Maori - 95% at/above CE, from 89% in 2021</p> <p>Pasifika - 80% at/above CE, from 73% in 2021</p> <p>ALL - 85% at/above CE, from 80% in 2021</p>	<p>Maori - 76% at/above CE</p> <p>Pasifika - 66% at/above CE</p> <p>ALL - 73% at/above CE</p>	<p>Maori - 85% at/above CE from 76% in 2022</p> <p>Pasifika - 75% at/above CE from 66% in 2021</p> <p>ALL - 80% at/above CE from 73% in 2022</p>
Mathematics	<p>Maori - 90% at/above CE from 92% in 2021</p> <p>Pasifika - 80% at/above CE from 81% in 2021</p> <p>ALL - 90% at/above CE from 89% in 2021</p>	<p>Maori - 88% at/above CE</p> <p>Pasifika - 77% at/above CE</p> <p>ALL - 85% at/above CE</p>	<p>Maori - 90% at/above CE from 88% in 2022</p> <p>Pasifika - 80% at/above CE from 77% in 2022</p> <p>ALL - 87 % at/above CE from 85% in 2022</p>



St Mary's Catholic School, Papakura

Supporting Data Table - Students AT/ABOVE Curriculum Expectation (CE) - by %

Group	Reading		Writing		Mathematics	
	2021	2022	2021	2022	2021	2022
Yr 1	100%	100%	100%	100%	100%	100%
Yr 2	100%	87%	100%	84%	100%	97%
Yr 3	97%	88%	81%	48%	97%	80%
Yr 4	85%	97%	74%	74%	91%	90%
Yr 5	96%	80-%	89%	63%	95%	85%
Yr 6	71%	87%	59%	78%	69%	75%
Yr 7	94%	35%	60%	35%	87%	45%
Yr 8	70%	88%	65%	82%	53%	82%
Maori	96%	90%	89%	76%	92%	88%
Pasifika	87%	80%	73%	66%	81%	77%
Asian	89%	90%	81%	79%	93%	91%
European/Pakeha	90%	89%	80%	81%	88%	88%
Other ethnicities	95%	93%	79%	80%	95%	86%
Male	90%	83%	74%	65%	87%	87%
Female	93%	90%	85%	85%	91%	84%
ALL	91%	87%	80%	73%	89%	85%
Annual Plan Targets	90%		85%		90%	



(ALL)

Commentary

On analysis of our 2022 achievement data, it is clear that the nature of the past 2 to 3 years has had its impact on our children's achievement. We have identified the cohort of children most impacted as Years 3, Year 5 and Year 7 of 2022. We note that these are significant transition points in the school pathway. The Year 3 cohort have only had limited time at school over their first 3 years of school. We have been monitoring this cohort and investigating ways to better support their progress and achievement. Teachers have identified students who would benefit from further acceleration and support programmes. Also contributing to the general decline in achievement data is the increased expectation of curriculum level expectation as children move to a new year level/age cohort. This is always a consideration when analysing Year End data compared to Mid Year data.

Our junior students in Year 0 to Year 2 are tracking as expected. We have identified students in Year 2 who need extra support and they are being provided with a support programme to boost them to expectation by midyear 2023.

With the targeted focus on supporting our Year 3 and 4 cohort, we are pleased that the Year 4 achievement is showing a general upward trend. However, we have noted the drop in writing data in our Year 3 cohort. Given that our Year 3 cohort is moving from learning how to read, to learning how to apply this skill in their writing, we are optimistic that their writing achievement will begin an upward trend as well by midyear 2023. We have targeted resourcing and PLD to support further engagement and improvement, as well as improved pedagogy to ensure further success. With schooling becoming more settled in 2023, our leadership team will be focusing on working with teachers who need extra support. We have also been working on reviewing our curriculum and its delivery to better address the needs of our ākonga in a more authentic and focused way.

We have had a strong focus on supporting and improving mathematics pedagogy and achievement, particularly in the Year 6 cohort. It is clear that these efforts have been successful in maintaining student outcomes from the midyear. In comparison, there hasn't been a similar focus in reading and writing and this is quite clear in the analysis of the data.

Our Year 7 achievement data shows a clear decline, most concerning in the area of writing. This cohort was a small group of 20 students, which we have been monitoring over the past few years as there are 9 students out of 20 who are at risk/of concern due to ESOL, high absence and special needs. This number increased in the latter part of 2022. We are continuing to provide as much support as possible to these students, via our Learning Support programmes and resourcing.

Year 8 achievement is extremely pleasing. At the midyear 2022 we identified Year 8 needs in the area of mathematics. 4 out of 15 students (27%) needed acceleration in maths. A focus group was established in this cohort, with clear goals to be achieved by the end of the year. With 69% (11) of Year 8 students achieving At expectation in maths at the MidYear, we can now celebrate 81% (13) Year 8 students achieving curriculum expectation, maintaining the achievement of these 11 students and accelerating 2 more. We believe that this is attributed to the smaller cohort of students, making focused intervention much easier to achieve. The teacher's positive approach and above the line thinking, along with high expectations for these students has contributed to this success achieved in a short period of time.



St Mary's Catholic School, Papakura

Māori students have achieved the schoolwide goal in reading and came close to achieving the same for maths. We note that further work is required in the area of writing.

Pasifika Writing and Maths achievement has been an ongoing concern, with Pacific Island students' achievement below their potential. There has been significant progress made over time and we are committed to improve outcomes for our Pacific Island learners. Our ministry funded PLD focus is around cultural competencies and improving teacher pedagogy and practice to better support our Pacific Island students. We are examining our learning environments and rethinking our programmes and resourcing, as well as setting strategic goals to further engage our Pacific Island families through authentic consultation about what their aspirations for their children are and how they can support us to drive a more authentic curriculum.

We have identified writing as a focus for acceleration in 2023. Our planning and resourcing will reflect this focus. Our leadership team will source further professional learning for staff and focus on improving writing practice and building on professional knowledge and capability.

Our reviewed strategic plan reflects these priorities so that we are able to assess our progress and reflect on our actions throughout the year.