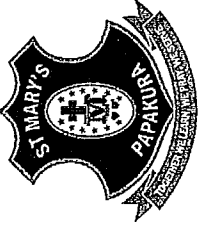


St. Mary's Catholic School, Papakura

Analysis of Variance Report for 2021



**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.

**STRATEGIC OBJECTIVES: 2020 - 2022**

Prioritising and developing our Catholic Special Character

Raising student achievement across the Curriculum

| 2021 Action Plan - Variance Report                         |   |   |  |
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| Item   | Desired Outcome   | Actual Outcome  | Comment/ Future Actions                        |
| Prioritising and developing our Catholic Special Character |   |   |  |
| 1. To nurture our students' relationship with Christ       | Concept learning integrated with RE Bridging Document – scripture | Our concept learning has been integrated with RE Curriculum, with all | RE Information Evenings are an annual event on |

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|   | <p>reference to be foundational to each concept</p> <p>Daily gospel readings shared at daily morning prayers</p> <p>Maintain and develop our focus on meditative prayer</p> <p>Each class to attend mass at least once each month</p> <p>To review "The St Mary's Way" (Pastoral Care and Behaviour Management System) to align with Gospel values and school Charism.</p> <p>Review school processes for informing parents/caregivers about RE programme delivery</p> <p>Invite families of 5.3 -5.4 students to enrol for sacramental programme.</p> | <p>learning based on and inspired by a scripture and/or our charism</p> <p>Daily gospel readings are shared at morning prayer times, particularly in years 3 to 8.</p> <p>Meditative prayer takes place daily</p> <p>Classes could not attend Mass as much as usual due to COVID restrictions - online liturgies attended instead</p> <p>Gospel values have been integrated into our St Mary's Way planning and delivery. Children are learning about our school charism and the work of the mission sisters as integrated into our concept learning</p> <p>Parent meetings about RE programme were not possible due to COVID restrictions</p> | <p>our school calendar</p> <p>Sacramental Programme is more established and parents are invited to enrol their children - school works well with the parish to establish and sustain this</p> <p>The teaching of the RE Programme is to be developed to be grounded in Holy Scripture and the Catechism of the Catholic Church. Further development of a focus on mission, contemplation and communion, as well as integration of Te Ao Māori and Māori spirituality is necessary as a next step for 2022 and beyond.</p> |
| <p>2. To support the evangelising mission of the Church</p> | <p>To establish and maintain positive and impactful school-parish links – establish strong relationship with new parish priest/s</p> <p>Provide welcome packs to each family – incl. prayer booklet, rosary, candle and book of daily gospel readings</p> <p>Students and school staff more engaged with parish – mission work, service tasks on church grounds,</p>   | <p>Great relationship established with parish priest and parish staff. Good communication and collaboration.</p> <p>Welcome packs are provided for each new family - gospel readings books to be replaced with Pieta Prayer Book due to financial constraints.</p> <p>Senior students were able to engage with tasks and chores in and around the parish, however this was not</p>   | <p>The Gospel of Hehu Karaiti must become the lens through which authentic mission is enacted. The charism of the RNDM Mission Sisters is the basis from which Christian discipleship is practised. Children will learn about the work of the Mission sisters and their call to action, thereby being inspired to do acts of mission.</p>   |

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| <p>3. To support the faith formation of staff</p> | <p>involvement in Masses</p> <p>To rebuild and maintain a positive and Catholic staff culture after restructure and new appointments of staff and leadership team</p> <p>Opportunities for further RE or Theological study shared with all staff - all teaching staff to complete 2 RE papers per year</p> <p>Complete CC Self Review by end of Term 2 (Christian Witness)</p> <p>All teaching staff expected to attend RE Cluster meetings</p> <p>Consolidate work of "Faith in Action" team – support for needy students</p> <p>Staff have taken action in this area as well</p> <p>Wellbeing programme further developed and maintained – staff health and wellbeing support (mental, emotional and spiritual) A huge focus this year, even while in lockdown</p> <p>Staff masses once each month on school site</p> <p>Support Staff attend all Team Masses</p> | <p>possible once COVID restrictions were in place.</p> <p>Most staff are active in Catholic practice and engage in the life of the parish</p> <p>Staff culture is positive and enthusiastic</p> <p>Reviewed to complete 1 paper every alternate year and offer individual opportunities for staff to pursue studies in CC and RE</p> <p>Self Review completed by deadline date</p> <p>Cluster meetings held online - attended by all teachers</p> <p>Faith in Action team engaged as needed eg to support families in need as a result of COVID/ to provide needy children with Christmas presents</p> <p>Staff supported with leave when required to take care of family when sick or for child care</p> <p>Care packages provided to all staff as necessary</p> <p>Weekly prayer and outdoor staff mass during L3 lockdown supported staff wellbeing</p> <p>Team Masses not possible during lockdown.</p> | <p>Diocesan staff will be invited to support school staff to understand and engage in the Diocesan Mission Map and the Synod. This will be the focus of our RE/Catholic Character PLD for 2022.</p> <p>Staff will be encouraged to pick up RE papers individually. The whole teaching staff will complete another RE Paper together in 2023.</p> <p>Wellbeing will be a strategic objective for 2022</p> |
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| <p>4. To develop our school branding and identity</p>           | <p>Embark on a focused marketing strategy to build our preference roll</p> <p>School logo, charisma and patrons to be the focus of our Term 1 Inquiry concept</p> <p>Develop a St Mary's, Papakura Student Profile</p> <p>Create and develop a pathway to St Ignatius of Loyola Catholic College, Drury In progress as St Ignatius develops – new build will support this further</p> <p>Review the impact of our new school website and other online platforms.</p> | <p>Marketing strategy was successful - led to increased enrolment numbers, which is still steadily growing</p> <p>Mini concept study delivered to refresh students' knowledge on our logo, charisma and patrons and introduced new students and their families to St Mary's - undertaken by all teams</p> <p>St Mary's Student Profile completed and presented to staff for feedback</p> <p>Staff Profile completed and ready for consultation and feedback</p>  | <p>Continue marketing strategy - eg. visit and pamphlets/ digital advertisements to local ECEs</p> <p>Continue embedding student knowledge about our charisma and our patrons - annually addressed and celebrated across the school</p> <p>Build a robust transition process for students to St Ignatius of Loyola Catholic College – Important to begin as from 2022</p> <p>Review internal transition processes</p> <p>Present student profiles to parents community for feedback and consultation</p> <p>Launch staff and student profiles</p> |
| <p><b>Raising Student Achievement across the Curriculum</b></p> |  |  |   |
| <p>1. To continue to develop a local broadened curriculum</p>   | <p>Continue to improve achievement in Literacy and Maths</p> <p>Review impact of Kahui Ako/CoL involvement – alignment of achievement challenge with our strategic goals</p> <p>Review impact of broadened curriculum on achievement, wellbeing and school culture of teaching and</p>   | <p>PLD in oral language and writing will continue - lockdown learning impacted negatively some students' rate of progress and outcomes achieved due to limited skill of teachers, parents and students in online learning. As this develops further, we hope to see improvement in progress and achievement, particularly in writing.</p> <p>Achievement challenge of Kahiui Ako/CoL was well aligned with our strategic goals</p> <p>Parents were surveyed and consulted about our curriculum delivery, wellbeing and school culture.</p> | <p>An increased focus on writing is essential - to be incorporated into our cultural competency approach</p> <p>Consult parent feedback and incorporate ideas into our new strategic plan for 2022</p>  |

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|  | <p>learning</p> <p>Review EOTC and STEAM activities provided in our school curriculum</p> <p>Introduce Play-based learning in the Junior School</p>   | <p>Attendance reports show an increase in attendance and behaviour data shows an increase in engagement of students in school programme</p> <p>With support from Cognition providers, we have adopted a Learning through Play approach rather than a Play-based approach. Resources have been purchased and the programme is being developed by the junior team</p> | <p>Continue developing curriculum delivery so that it's impact is not lessened when online. Develop Hybrid Model/ approach - seek out teachers PLD and support for this</p> <p>Improve and further develop digital technology programme to include outcomes development eg use of laser cutter, reinstating robotics team, replenish STEAM resources, improve science resources</p> |
| <p>2. To improve assessment and reporting procedures</p> | <p>To support teachers' knowledge development on cross-curricular assessment against curriculum expectations</p> <p>To review reporting to parents (NAG 2) to prioritise cross curricular reporting against curriculum expectations</p> <p>Seek feedback from parents on new reporting format</p> | <p>An ongoing goal.</p> <p>NAG 2 expectations met for 2021.</p>   | <p>Teachers require further support in this area, but have made great progress and were able to report to parents comprehensively, across the curriculum.</p> <p>Further develop reporting procedure and format. Then seek feedback from the parent community.</p> <p>Due to changes necessary after lockdown – new format deferred to 2022</p>                                     |
| <p>3. To enhance our school environment</p>              | <p>Develop an ILE in the senior school to align with curriculum demands and enhance a collaborative approach to teaching and learning</p> <p>Continue to develop our property to reflect our Catholic Character, our cultural capital and our local broadened curriculum</p>                      | <p>ILE pedagogy is being developed across our whole school, with high levels of collaboration pursued for teachers and students.</p> <p>Visual appeal of our property is improving and our Catholic character is very well reflected on our site.</p>   | <p>With the cancellation of the ILE refurb/ development, we are in a position to design a curriculum-led new building approved by the Catholic Diocesan Office.</p> <p>This will support the development of the Year 7 team and prepare us for the departure of our Year 7 &amp; 8 students to the new St Ignatius of Loyola Catholic College.</p>                                  |

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| <p>4. To build our cultural partnerships</p>        | <p>Review Pacific Island and Māori Success Plans.</p> <p>Staff effectively to support Te Reo. Te Ao Māori and Pacific Island achievement.</p> <p>Consolidate staff development in collaborative practice and cultural responsiveness (Te Reo Māori &amp; Te Ao Māori; developing Pacific cultural capital; celebrating and understanding Filipino culture)</p> <p>Engage with community leaders, parents and service providers to introduce Talanoa ako</p> <p>Provide support for teachers and learning support teachers to work through their understanding of the Pacific Education Action Plan 2020-2030</p> <p>Employ/ engage staff and/or agencies to support Pacific Island and Māori Education aspirations</p> | <p>Begun – change in staffing and lockdown impacted completion of this work of the Māori plan.<br/>Pacific Island plan ongoing</p> <p>2 attempts at staffing unsuccessful – new online platform has helped support Te Reo Māori</p> <p>Work begun – to continue into 2022 – funded pld of 200 hrs over 24 months approved – cultural competency and collaboration</p> <p>Talanoa Ako was not possible but work begun with He ringa atawhai (through Evaluation Associates) and some engagement begun with Ngati Tamaoho – still developing</p> <p>Still work to be done as this was not addressed in 2021 due to limited time available as a result of lockdowns</p> <p>This work begun – will continue via Cultural competency PLD</p> | <p>We have begun our work on Cultural Competency. All staff are included in this PLD which will continue for 2 years.<br/>We are planning to address all these goals through this PLD.<br/>PLD journals will be included as part of staff PGCs so that they can reflect on their actions and measure their success.</p> |
| <p>5. To encourage staff growth and development</p> | <p>Provision of PLD in DMIC Maths</p> <p>Consolidate Oral Language focus and writing support</p> <p>Provide focused, quality professional development in Play Based Learning</p>   | <p>DMIC Maths pld involvement for 3 terms – did not meet our needs or suit our curriculum beliefs and values and was subsequently cancelled</p> <p>Oral Language/ Writing and Learning through Play PLD continuing via</p>  |   |

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|  | <p>strategies for teachers and teacher aides in the Junior School</p> <p>Review fixed term management unit allocation against strategic goals</p> <p>Provide leadership support for new principal and leadership team</p> <p>Provide induction and support for new staff and introduce new professional growth cycle format for all staff</p> <p>Review fixed term appointments in light of roll growth/ drop and decapitation of Year 7/8 classes</p> | <p>Cognition Education as part of approved hours for 2022 – also further planned for 2022 via Cognition education funded hours to address the development of our local curriculum</p> <p>Fixed Term Units have been reviewed and appointed</p> <p>Leadership support provided for principal via Evaluation Associates and membership of professional groups. Deputy principal support group set up with St Joseph's and through Catholic Schools Office</p> <p>Leadership team registered for PD Conference but cancelled due to COVID</p> <p>Completed</p> <p>Some Fixed Term staff have been appointed permanently.</p> | <p>Now waiting on Col. achievement challenge and strategic goals to be set in order to appoint WSLT positions</p> <p>Formalise DP Support</p> <p>Arrange formalised leadership support for leadership team</p> <p>Embed PGC cycle and formalise Induction process in writing</p> <p>Roll is growing steadily and further appointments are planned as roll settles</p> |
| <b>ACADEMIC ACHIEVEMENT 2021<br/>(Reading, Writing, Maths)</b> |  |   |   |
| Item   | Desired Outcome/Targets  | Actual Outcome  | Proposed Targets for 2022   |

|                    |  |  |   |
|--------------------|--|--|---|
| <b>Reading</b>     | Maori - 95% at/above CE, from 96% in 2020    | Maori - 96% at/above CE (exceeded target by 1%)    | Maori - 95% at/above CE from 96% in 2021    |
|                    | Pasifika - 85% at/above CE, from 83% in 2020 | Pasifika - 87% at/above CE (exceeded target by 2%) | Pasifika - 90% at/above CE from 87% in 2021 |
|                    | ALL - 90% at/above CE, from 87% in 2020      | ALL - 91% at/above CE (exceeded target by 1%)      | ALL - 95% at/above CE from 91% in 2021      |
| <b>Writing</b>     | Maori - 95% at/above CE, from 84% in 2020    | Maori - 89% at/above CE (short of target by 6%)    | Maori - 90% at/above CE from 89% in 2021    |
|                    | Pasifika - 80% at/above CE, from 76% in 2020 | Pasifika - 73% at/above CE (short of target by 7%) | Pasifika - 80% at/above CE from 73% in 2021 |
|                    | ALL - 85% at/above CE, from 81% in 2020      | ALL - 80% at/above CE (short of target by 5%)      | ALL - 85% at/above CE from 80% in 2021      |
| <b>Mathematics</b> | Maori - 90% at/above CE from 85% in 2020     | Maori - 92% at/above CE (exceeded target by 2%)    | Maori - 95% at/above CE from 92% in 2021    |
|                    | Pasifika - 80% at/above CE from 78% in 2020  | Pasifika - 83% at/above CE (exceeded target by 3%) | Pasifika - 85% at/above CE from 83% in 2021 |
|                    | ALL - 90% at/above CE from 84% in 2020       | ALL - 89% at/above CE (short of target by 1%)      | ALL - 90% at/above CE from 89% in 2021      |



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

| Group                     | Reading |      | Writing |      | Mathematics |      |
|---------------------------|---------|------|---------|------|-------------|------|
|                           | 2020    | 2021 | 2020    | 2021 | 2020        | 2021 |
| Yr 1                      | 100%    | 100% | 100%    | 100% | 100%        | 100% |
| Yr 2                      | 86%     | 100% | 96%     | 100% | 86%         | 100% |
| Yr 3                      | 88%     | 97%  | 74%     | 81%  | 90%         | 97%  |
| Yr 4                      | 96%     | 85%  | 86%     | 74%  | 91%         | 91%  |
| Yr 5                      | 75%     | 96%  | 64%     | 89%  | 74%         | 95%  |
| Yr 6                      | 89%     | 71%  | 84%     | 59%  | 89%         | 69%  |
| Yr 7                      | 62%     | 94%  | 62%     | 60%  | 48%         | 87%  |
| Yr 8                      | 78%     | 70%  | 57%     | 65%  | 64%         | 53%  |
| Maori                     | 96%     | 96%  | 94%     | 89%  | 85%         | 92%  |
| Pasifika                  | 83%     | 87%  | 76%     | 73%  | 78%         | 81%  |
| Asian                     | 84%     | 89%  | 79%     | 81%  | 85%         | 93%  |
| European/Pakeha           | 90%     | 90%  | 84%     | 80%  | 89%         | 88%  |
| Other ethnicities         | 80%     | 95%  | 72%     | 79%  | 85%         | 95%  |
| Male                      | 86%     | 90%  | 75%     | 74%  | 86%         | 87%  |
| Female                    | 88%     | 93%  | 87%     | 85%  | 82%         | 91%  |
| ALL                       | 87%     | 91%  | 81%     | 80%  | 84%         | 89%  |
| Annual Plan Targets (ALL) | 90%     | 90%  | 85%     | 85%  | 90%         | 90%  |