

2019 Analysis of Variance Reporting



School Name:	St Joseph's Catholic School, Pukekohe	School Number:	1497
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Strategic Aim:	To ensure all students achieve their personal potential and in so doing, wherever possible, reach expected curriculum levels.
Annual Aim:	<p><u>Annual Goal 1:</u> Build teacher Assessment Capability to inform Overall Teacher Judgements against the National Curriculum</p> <p><u>Annual Goal 2:</u> Provide differentiated learning within the classroom in order to cater for the varying abilities and learning styles of students, particularly priority students.</p>
Baseline data and Targets:	<p>Targets 2019 - Priority Learners</p> <p><u>Maori Students Reading</u> 2018 EOY Data: 11.3% (7) of our Maori students are not achieving the expected NZC Level in Reading. <i>By the end of 2019 we hope to reduce the number of students not achieving at their expected curriculum level to: 4</i></p> <p><u>Maori Students Writing</u> 2018 EOY Data: 18.3% (8) of our Maori students are not achieving the expected NZC Level in Writing. Targeted needs are spread across cohorts <i>By the end of 2019 we hope to reduce the number of students not achieving at their expected curriculum level to: 4</i></p> <p><u>Maori Students Maths</u> 2018 EOY Data: 14% (7) of our Maori students are not achieving the expected NZC Level in Maths. <i>By the end of 2019 we hope to reduce the number of students not achieving at their expected curriculum level to: 4</i></p> <p><u>Pasifika Reading</u> 2018 EOY Data: 38.8% (29) of our Pasifika Students are not achieving the expected NZC Level in Reading. (10 out of 12 are from our Yr 1 cohort, 8 out of 9 are from Yr 7.) <i>By the end of 2019 we hope to reduce the number of students not achieving at their expected curriculum level to: 16</i></p> <p><u>Pasifika Students Writing</u> 2018 EOY Data: 34.5% (26) of our Pasifika Students are not achieving the expected NZC Level in Writing. (7 out of 9 are from our Yr 7 cohort & 6 out of 11 from Yr 6 cohort)</p>

By the end of 2019 we hope to reduce the number of students not achieving at their expected curriculum level to: 16

Pasifika Students Maths

2018 EOY Data: 34.1% (26) of our Pasifika students are not achieving the expected NZC Level in Maths. Targeted needs are across all cohorts with the highest number being 6 out of 9 at the end of Year 7, 6 of 11 at the end of Year 6, and 5 out of 9 at the end of Year 5.)

By the end of 2019 we hope to reduce the number of students not achieving at their expected curriculum level to: 16

South Auckland Catholic Schools Kahui Ako

Achievement Challenges:

1. We aim to have at least 80% of all learners to be at expectations in Writing by 2020.
2. We aim to have at least 80% of all learners to be at expectations in Mathematics by 2020.
3. We aim to have at least 80% of learners achieve NCEA Level 1 by 2020.
4. We aim to have at least 65% of learners attaining University Entrance by 2020.

Actions
What did we do?

Outcomes
What happened?

Reasons for the variance
Why did it happen?

Evaluation
Where to next?

Actions undertaken:

- Progress Tables have been used throughout the year to track students progress and highlighted at Team meetings. These identify priority students and those from each cohort not achieving At or Above their expected Curriculum Level with an expectation that teaching/learning programmes would cater for their needs.
- Staff Meetings have been allocated to PLD around growing teacher practice in capabilities around Assessment for Learning and teachers have been introduced to using PACT to make OTJs (ongoing).
- Assessment tools at St Joseph's have been reviewed - fit for purpose.
- Worked alongside Cognition/Jacque Allen to develop collaborative teacher practice. Teachers were able to work together on team inquiries and spent two days each term
- Teachers set team and individual goals around student engagement/achievement.
- The appraisal process included teacher's inquiries committed to best practice for the benefit of all akonga.
- Provision of support was allocated and ongoing monitoring continued for all priority learners (e.g. Reading Recovery, ESOL, identified target groups)
- Within School CoL teachers worked with teachers to create learning

Outcomes:

Priority Students

Maori Students Reading

2019 EOY Data: 80% (40/50) of our Maori students are achieving the expected NZC Level in Reading.
Particular weakness noted in Yr 1 and Yr 8 cohorts.

Out of 7 students identified EOY 2018, 4 remain below EOY 2019. Target met.

Maori Students Writing

2019 EOY Data: 60% (30/50) of our Maori students are achieving the expected NZC Level in Writing.
Particular weakness noted in Yrs 1, 5 7 and 8 cohorts.

Out of 8 students identified EOY 2018, 5 remain below EOY 2019.

Maori Students Maths

2019 EOY Data: 74 % (37/50) of our Maori students are achieving the expected NZC Level in Maths.
Particular weakness noted in Yrs 5, 6 and 8 cohorts.

Out of 7 students identified EOY 2018, 5 remain below EOY 2019.

Pasifika Reading

2019 EOY Data: 66% (54/84) of our Pasifika Students are achieving the expected NZC Level in Reading.

Out of 29 students identified EOY 2018, 17 remain below EOY 2019.

Pasifika Students Writing

What happened:

Tracking Student Progress Data throughout the year enabled target students to be highlighted and allowed for teachers to implement new/different strategies immediately with greater impact on progress.

Positive shifts were evident in Writing progress, documented in teachers' inquiries and class and school assessment results but not enough to move the desired number of students to achieve at the expected Curriculum Level

Teachers had considerable opportunities for PD in skills to administer and evaluate the different types of Assessments used within the school

As teachers move towards a collaborative pedagogy, they continue to develop and modify their teaching and learning programmes to best suit the learning needs of our students.

The with-in school COL staff worked with staff to develop learning progressions to be used school-wide for Reading, Writing and Maths. This enabled teachers to more accurately assess a student's level of achievement.

Next Steps:

We will continue to build on the skills, strategies and processes set in place, growing and strengthening teacher practice and student learning opportunities.

To develop learner agency practices to enable a shift in student achievement in Writing with a focus on strategies to support/engage Maori and Pasifika students.

Management Units allocated to Collaborative Practice and Digital Technology to grow teacher capabilities and improve student outcomes in these areas

To grow teacher knowledge, understanding and capability in the use of assessment and moderation processes, leading to more informed delivery of quality teaching and learning

As part of St Joseph's Appraisal process the PTCs will be reflected in teacher's inquiries, demonstrating teachers' commitment to best practice for the benefit of all akonga.

Develop a triadic School Peer Appraisal process to inquire/support more deeply teacher learning inquiries.

To further develop teacher practice in Assessment for Learning capabilities and embedding of SOLO taxonomy across the school, leading to improved teacher

<p>progressions for Reading, Writing and Maths across Levels 1-4.</p> <ul style="list-style-type: none"> ● Mana Potential was implemented across the school to build wellbeing practices for all students ● Moderation of writing staff meetings were organised to analyse data, grow professional understanding and develop consistency in marking across levels. ● Classroom programmes catered for differentiated learning through the use of student agency and promoting a Growth Mindset ● The AP and DP met with and shared achievement data and targets with our Maori and Pasifika communities as part of our annual processes at the beginning of the year. ● Teams identified a group of Target students who they felt could be brought to expected level through extra intervention such as Target Groups. These students were discussed at weekly team meetings ● Transition to school “Tiny Joes” was provided for New Entrant students. Transition was also provided for targeted ESOL students ● Individual Education Plans were developed in conjunction with teachers, students, whanau and outside agencies for students with identified special needs. 	<p>2019 EOY Data: 55% (46/84) of our Pasifika Students are achieving the expected NZC Level in Writing. <i>Out of 26 students identified EOY 2018, 17 remain below EOY 2019.</i></p> <p><u>Pasifika Students Maths</u> 2019 EOY Data: 62% (52/84) of our Pasifika students are achieving the expected NZC Level in Maths. <i>Out of 26 students identified EOY 2018, 18 remain below EOY 2019.</i></p> <p><i>Learning of Reading, Writing and Maths continues to be a priority for Pasifika students; many of whom are not school ready at 5 yrs and have ESOL backgrounds. We note improvement in their middle years (Yrs 3&4) and then drops again Yr 5-8. Engagement through involvement in cultural groups has grown, as has pride and improvement of behaviours Y7-8, but this has not transferred into the classroom. Teacher-learner relationships continue to be a priority.</i></p>	<p>We have a significant group of students in Yr 8 (mostly Pasifika) who have not achieved in all curriculum areas throughout their time at St Joseph’s that continually affect whole school data.</p> <p>Demographics of our school are changing and this year of the 47 new students from Year 1-8 that arrived at the school, 18 of these were below their expected Curriculum level and this affected school-wide end of year data.</p> <p>The continued growth and development of our Cultural performance groups did much to engage our priority students and build mana. Improved Attendance of these students at events beyond the school day was noted and a definite decrease in negative behaviour particularly at Year 7&8.</p> <p>Readiness for learning at school entry (5 yrs old) continues to be a concern. Aroha (Yrs 0-2)</p>	<p>planning and delivery and the development of student agency.</p> <p>Reading recovery programmes and other reading support programmes will continue for identified students.</p> <p>Teachers will demonstrate culturally responsive practice through the Implementation of the PEP and MEP within classroom programmes and school wide initiatives</p> <p>The school will continue to work towards meeting the South Auckland Catholic Schools Community of Learners achievement challenges to raise achievement for priority learners in Literacy</p> <p>All teachers will use the Spiral of Inquiry to develop programmes of learning which will lead to accelerated achievement for target students</p> <p>In school CoL lead teachers will continue to work towards growing teacher practice through the Team Inquiries targeting priority learners</p>
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2020 Annual Goals

- To facilitate a genuine and ongoing encounter with Christ.
- To strengthen teacher capability and knowledge in relation to delivering the RE programme as Catholic educators.
- To develop learner agency practices to enable a shift in student achievement in Writing with a focus on strategies to support/engage Maori and Pasifika students.
- To raise student achievement through enhanced teacher practice through Mathematics
- Strengthen teacher pedagogy and teaching practice to support the embedding of the school-wide initiative towards collaborative practice.
- To work alongside the Project Team and the staff in the establishment of our new building/flexible learning space.
- Build teacher fluencies in teaching the Digital Technology Curriculum.
- To support students to be safe digital citizens.
- To develop a culture within YO-2 to promote responsibility and readiness for learning.
- Provide an induction programme that fully supports the growth of our three Provisionally Registered Teachers as they work towards full qualification.

(see 2020 annual plan)