

2020 Analysis of Variance Reporting



School Name:	St Joseph's Catholic School, Pukekohe	School Number:	1497
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> 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.</p> <p><u>Annual Goal 2:</u> To raise student achievement through enhanced teacher practice through Mathematics</p>		
Baseline data and Targets:	<p>2020 WRITING GOAL: <i>That 80% of students are achieving in Writing at Level 2 (2019 data: Y2 = 69%, Y3 = 74%)</i> <i>Currently our Y3 and Y4 Maori students are achieving at their expected curriculum level.</i> <i>Overall 80% Year 4 will reach L2p.</i></p> <ul style="list-style-type: none"> ● <i>We aim to increase our Pasifika achievement by one (11% of this cohort - two others have identified learning needs).</i> <p><i>Overall 80% Year 3 will reach L2b.</i></p> <ul style="list-style-type: none"> ● <i>Only 4 of 11 Pasifika students are at their expected curriculum level. So we aim to increase our Year 3 Pasifika achievement by 4 (36% of this cohort).</i> <p>That 80% of students are achieving in Writing at Level 4 (2019 data = 69%) <i>Overall 80% Year 8 will reach L4p.</i></p> <ul style="list-style-type: none"> ● <i>We aim to increase our Maori achievement in Year 8 by 1 (25% of this cohort), and Pasifika achievement by 2 (25% of this cohort).</i> <p><i>Overall 80% Year 7 will reach L4b.</i></p> <ul style="list-style-type: none"> ● <i>We aim to increase our Maori achievement in Year 7 by 1 (20% of this cohort), and Pasifika achievement by 2 (25% of this cohort).</i> <p><i>N.B Percentages outcomes are affected in Years 7&8 by the small cohort - the movement of one child makes a bigger difference.</i></p> <p>2020 MATHEMATICS GOAL: <i>That 80% of students are achieving in Mathematics at Level 3 (2019 data: Y4 = 87%, Y5 = 68%)</i></p>		

Overall 85% Year 5 will reach L3b, maintaining the achievement levels as the cohort moves into a new curriculum level i.e. Level 2 to Level 3 NZC.

Overall 80% Year 6 will reach L3p

- We aim to increase our Maori achievement in Year 6 by 2 (33% of this group).
- We aim to increase our Pasifika achievement in Year 6 by 2 (29% of this group).

South Auckland Catholic Schools Kahui Ako (to be reviewed early 2021)

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 <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
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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 and TOD have been allocated to PLD around growing teacher practice in capabilities around Collaborative Practice and writing moderation.
- Worked alongside Cognition/Jacque Allen to develop collaborative teacher practice. Teachers were given opportunities in and out of the classroom to be able to work together on team inquiries
- 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)
- Learning progressions for Reading, Writing and Maths across Levels 1-4 were adopted across the school.

Outcomes:

Priority Students

Maori Students Summary: (50 students)

Maori achievement in Reading is at 78% which is below the 85% expected National level and our CoL expected level

In Writing our Maori students are achieving at 68% which is a rise from last year

In Maths our Maori students are achieving 58% which is below previous years

Pasifika Students Summary: (79 students)

Pasifika achievement in Reading is at 57.6% which is well below the school-wide average.

In Writing, our Pasifika students are achieving 51.9% which is well below our school-wide average.

In Maths, our Pasifika students are achieving 51.9% which is well below the 85% expected National level and our CoL expected level and below our school average percentage of 80.5%

Learning of Reading, Writing and Maths continues to be a priority for our Pasifika students; many of whom are not school ready at 5 yrs and have ESOL backgrounds.

Much of the disruption from 2020 has impacted the teaching and learning

What happened:

Student learning programmes were interrupted by Covid lockdowns and students who engaged maintained their achievement level while those who did not, fell behind.

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

Teachers were able to cross moderate Asttle writing samples at a staff meeting, many expressed more confidence in the moderation process

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.

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.

PLD was provided to our team leaders to drive Team initiatives in Writing with a focus on Feedback and Students Self Regulation.

School-wide Learning Progressions for Reading, Writing and Maths were

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 and self regulation 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 the Professional Growth Cycle, teacher's inquiries, demonstrating teachers' commitment to best practice for the benefit of all akonga will be developed.

Redesign a team Professional Growth Cycle process to inquire/support more deeply teacher learning inquiries.

To further develop teacher practice in Assessment for Learning capabilities and across the school, leading to

- Classroom programmes catered for differentiated learning through the use of Feedback and Self Regulation
- 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.

programme for the students. The majority of students were able to maintain their curriculum levels, though students that did not engage during the lockdowns, and struggled to return to school, saw a lack of growth in their achievement. Therefore, many of the goals set for 2020 were not met.

established. This enabled teachers to more accurately assess a student’s level of achievement and for students to identify their learning goals and next steps.

Y 3- 4 have developed and modified their buddy writing programme from last year to focus on giving peers giving each specific feedback. All teachers are using small groups to teach specific learning intentions.

Readiness for learning at school entry (5 yrs old) continues to be a concern. Aroha (Yrs 0-2), especially after the disruption of the 2020 school year.

All students in Year 3 and 4 using a buddy editing checklist which allows all students the opportunity to give and receive feedback on their writing.

improved teacher planning and delivery and the development of student agency.

Reading recovery programmes and other reading support programmes will continue for identified students.

The AP and DP will construct new PEP and MEP plans which teachers will utilise to demonstrate culturally responsive practice through school wide initiatives

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

Planning for next year: 2021

2021 Annual Goals

- To strengthen teacher capability and knowledge in relation to delivering the RE programme as Catholic educators.
- To enhance Māori spirituality in our delivery of the RE and integrated curriculum areas as well as in our hauora, prayer and worship.
- To develop a school-wide pedagogy that includes deliberate, explicit acts of teaching as part of best teacher practice
- To strengthen teacher pedagogy and teaching practice to support the embedding of the school-wide initiative towards collaborative practice. (2020- 2022)
- To adopt appropriate digital learning resources and approaches in order to support students, staff and our school community engagement.
- To develop, promote and display student learning in both Computational Thinking (CT) and Designing and Developing Digital Outcomes (3DO)
- To develop a culture within Y0-3 to promote responsibility and readiness for learning.
- To provide a programme that fully supports the induction of our new staff 2021 and the growth of our Provisionally Registered Teacher as she works towards full qualification.

