

# 2023 Analysis of Variance Reporting



<b>School Name:</b>	<b>St Joseph's Catholic School, Pukekohe</b>	<b>School Number:</b>	<b>1497</b>
<b>Strategic Aim:</b>	To ensure all students achieve their personal potential and in so doing, wherever possible, reach expected curriculum levels.		
<b>Annual Aim:</b>	<b>Strategic Goal 1: Hauora</b> <u>Annual Goal 1:</u> Prioritise attendance and engagement of students post-Covid <b>Strategic Goal 2: Capability</b> <u>Annual Goal 1:</u> To raise student achievement through enhanced teacher practice through deliberate acts of teaching.		
<b>Baseline data and Targets:</b>	<b><u>2023 ACHIEVEMENT TARGETS</u></b> <b>Due to the disruptions to learning over the last three Covid years, our targets were aimed at accelerating progress</b>  <b>2023 MATHS GOAL:</b> <b><i>That 70% of students are achieving in Mathematics at Year 6 &amp; 8 (2022 data: Y5 = 51%, Y7 = 43%)</i></b> <ul style="list-style-type: none"> <li>- 14% Y8 Maori students (1/7) were achieving at their expected curriculum level 2022. We aim to increase our Maori achievement in Y8 by 3.</li> <li>- 18% Y6 Pasifika students (2/11)) were achieving at their expected curriculum level 2022. We aim to increase our Pasifika achievement in Y6 by 4.</li> </ul> <b><i>Overall 70% of students in 2023 will reach their expected curriculum level.</i></b>  <b>Evaluation of Goal:</b> <b><i>3/6 Maori achieving in maths at Year 8 - Goal nearly ACHIEVED</i></b> <b><i>Overall we have moved from 37% to 58% achievement in Maori Maths</i></b> <b><i>5/9 Pasifika students at Yr 6 achieving in maths (2 students left throughout the year) - Goal ACHIEVED</i></b> <b><i>Overall, we have moved from 38% to 48% achievement in Pasifika Maths</i></b> <b><i>Overall, we have achieved this goal with almost 73% of our students achieving expected curriculum level in maths</i></b> <b><i>This suggests now that the move towards inquiry maths has been embedded into the teaching and learning programme, we are seeing an upward shift in not only Pasifika and Maori achievement but all student achievement as well.</i></b>  <b>2023 READING GOAL:</b> <b><i>That 80% of students are achieving in Reading at Level 4 (2022 data: Y7 = 62%)</i></b>		

- 14% Level 4 Maori students (2/9) were achieving at their expected curriculum level 2022. We aim to increase our Maori achievement by 3.
- 17% Yr 4 Pasifika students (1/6) were achieving at their expected curriculum level 2022. We aim to increase our Pasifika achievement in Y4 by 3.

Overall 80% of students in 2023 will reach their expected curriculum level.

#### **Evaluation of Goal:**

2/6 Maori students working at level four - 3 students left the school throughout the year affecting data outcomes. NOT ACHIEVED  
4/9 Pasifika students are achieving at expected curriculum level for reading, new students have come into the year group late in the year with very low level of capability in reading. ACHIEVED

Overall, we were able to achieve our Pasifika goals but not our Maori target

#### **2023 WRITING GOAL:**

**That 70% of students are achieving in Writing at Level 3** (2022 data: Y4 = 54%, Y5 = 61%)

- 33% Y5 Maori students (1/3) were achieving at their expected curriculum level in 2022. We aim to increase our Maori achievement in Y5 by 1.
- 42% Level 2 Pasifika students (6/15) were achieving at their expected curriculum level in 2022. We aim to increase our Pasifika achievement at Level 2 by 4.

Overall 75% of students in 2023 will reach their expected curriculum level.

#### **Evaluation of Goal:**

2/5 Maori students are achieving in writing. Target of 2 achieving has been met, but 2 new students entered the school with low levels of attainment in writing. GOAL ACHIEVED

8/21 students are achieving in writing at Level 2 (Yrs 3&4). There has been a large increase in the number of Pasifika students at these year levels which has skewed the data. NOT ACHIEVED

\*53% Maori and 38% of our Pasifika students are achieving in writing at the expected curriculum level. This suggests new strategies need to be implemented to address these stagnant results:

Pasifika 38% 2023 and 34% in 2022 and 32% in 2021

Maori 53% 2023 and 48% in 2022 and 43% in 2021

2023 data strongly impacted by staff and student attendance.

Actions What did we do?	Outcomes What happened?	Reasons for the variance Why did it happen?	Evaluation Where to next?
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### Actions undertaken:

- Engaging with parents at our open evening.
- Communicating weekly with a weekly update to all parents and students. Started weekly email to parents about positive behaviour.
- Merit Mention/positive emails (2-3 per teacher) sent from each team on a regular basis throughout the year. Very positive feedback from whanau about that.
- Tiny Joe's scheduled regularly to support successful transitions from ECE.
- A great turnout for our St. Joseph's Feast Day School-Assisted Mass - tamariki came with their whanau.
- Advertising our Friday Masses and liturgies on the school Public calendar and Newsletters, so whaanau will be informed and can attend.
- Increased promotion of school events on facebook
- In our Term 1 reports to parents, attendance was commented on in writing if it was a problem, and then discussed in the parent interviews.
- Attendance percentage data collection for each week of school filled in by office staff.
- Weekly attendance summary prepared by office and shared with team leaders to follow-up with families.
- Sr Anne Sklenars RNDM TOD around charism of our school (Euphrasie Barbier)
- St Joseph's Pukekohe Hauora Journey - To be presented to Kahui Ako on Friday 26th May
- Prayer Kete going home weekly in most classes.
- Grandparents Day/Matariki/Maori Mass
- parent conferences twice in the year. Goal setting T1 and follow-up T#
- Centennial Celebration
- Pasifika Week - many families attended and helped
- Contact parents of students of concern re absent and late. Sent email home to all parents to explain the process if your child is sick on consecutive days. Included the process using skool loop, website or phone in Term 3 team newsletter

### Outcomes:

2023 data was compiled on All Students at the End of Years 1-8.

There was an increase in *All Students* comparison data for Within/Beyond in Writing (+5.56%) which was to continue to be a focus for our school this year.

There was a slight increase in Reading of +0.17%).

There was a significant increase in *All Students* comparison data for Within/Beyond from 2022 to 2023 in Maths of +13.62%. We are continuing to work with Massey University on a DMIC contract.

### Priority Students

#### **Maori Students Summary: (33 students)**

- Overall, Maori achievement in Reading is at 55% which is well below the school average of 76%
- Overall, in Writing our Maori students are achieving at 53% which is an increase of 5% and still below the school average of 69.5%
- Overall in Maths our Maori students are achieving 58% which is a significant increase from last year's results of 37%

### What happened:

2023 data was compiled on All Students at the End of Years 1-8.

This is the first year in a number of years that we have had an increase in all areas; Reading, Writing and Maths.

There was an increase in *All Students* comparison data for Within/Beyond in Writing (+5.56%) and a slight increase in Reading (+0.17%). We have had a significant increase in Maths (+13.62%) which has been an area of refocus this year. 2023 has been our second full year of school with no lockdowns, however, we have still been significantly affected by COVID-19 illness and isolation requirements, and increased staff and student absences all of which have still impacted attendance rates.

Important to take note of the 58 students that came to the school in 2023 outside of new entrants. Of these a significant number are underachieving which affects data results for 2023.

Implementing an annual goal within the strategic plan regarding attendance has meant staff and

### Next Steps:

As we have embedded a stronger more comprehensive and balanced maths pedagogy within the school this year, while this needs to continue to be reinforced, we cannot let the focus shift from inquiry maths as this pedagogy has had a very positive shift in student engagement and supported the development of student self regulation especially for targeted Maori and Pasifika akonga.

AFL (assessment for learning practices) need to be revisited and reinforced in all curriculum areas.

This includes developing 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.

A definite focus on writing needs to be implemented for 2024 and onwards. Boys' achievement needs to be especially targeted and most specifically our Pasifika boys.

As in past years, there have been significant disruptions to consistent learning so we need

<ul style="list-style-type: none"> <li>• Ako 2 Production - many families involved with preparation and attendance of 300+ family members on Thursday night.</li> <li>• Open door policy - many coming into classrooms - more like prior to covid.</li> <li>• Extra curriculum events have had plenty of parent helpers for sporting events and trips, shared lunches, especially Pasifika Week shared lunch.</li> <li>• New parent evening Developed a pamphlet with information for Year 0-3 students and distributed via email week prior the evening and was then available on the evening as well</li> <li>• To accommodate the large number of pre enrol students in January we are having an open session at the end of term.</li> <li>• Regularly meet with whanau before and after school</li> <li>• Beginning school report allows the opportunity to meet and share their child's learning</li> <li>• Maaori Whaanau Hui T1 &amp; T4</li> <li>• Carol night, assemblies, liturgies, Sporting event, special EOY celebrations welcoming families to attend</li> <li>• Attendance was 88.6% attendance for Term 4- even with end of year approaching we are still able to maintain high levels of attendance</li> <li>• Parent helper morning tea</li> <li>• All staff attending Teacher Only Day for Pukekohe COLs</li> <li>• Aroha teachers (LW/JW) will be attending Curriculum Day 2 for new RE Curriculum (29/05)</li> <li>• Beginning to implement new maths observation sheets to create anecdotal records during inquiry maths sessions.</li> <li>• DMIC facilitators are still regularly working with staff</li> <li>• Maths staff meeting held in Term</li> <li>• Feedback sessions with a buddy and then giving students time to rewrite and improve their writing.</li> <li>• Using reciprocal teaching in reading so students are coaching and supporting each other in writing.</li> <li>• Continuing with students leading in explaining and justifying maths solutions.</li> </ul>	<p>though still below the schoolwide attainment of 73%</p> <p><b>Pasifika Students Summary: (78 students)</b></p> <ul style="list-style-type: none"> <li>• Overall, Pasifika achievement in Reading is at 52% which is well below the school-wide average of 76%</li> <li>• Overall, in Writing our Pasifika students are achieving 38% which is well below our school-wide average of 69.5%</li> <li>• Overall in Maths our Pasifika students are achieving 58% which is a significant increase from the previous year of 37%. This is still below our school attainment of 73%</li> </ul> <p><i>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.</i></p> <p><i>Much of the disruption from both student and teacher absences in 2023 has impacted the teaching and learning programme for the students. The majority of students were able to maintain their curriculum levels, though students that struggled to attend school regularly saw a lack of growth in their achievement. We also had the complication of a number of transient students with 58 students entering the</i></p>	<p>parents were kept up to date in regard to chronic absenteeism or lateness.</p> <p>Utilised MOE additional funding to provide a tutoring programme for four Y8 priority learners in Term 1.</p> <p>We need to continue to make culturally responsive practices and build our indigenous knowledge a priority to increase the engagement and achievement of our Pasifika and Maori students.</p> <p>We have also identified a specific group of Pasifika boys that need to be targeted in writing for 2024.</p>	<p>to continue to maintain regular engagement practices with families at school and enforce and encourage regular attendance as well promoting arriving at school on time.</p> <p>We will continue to build on the skills, strategies and processes set in place, growing and strengthening teacher practice and student learning opportunities. A continued emphasis on accelerated learning for all children</p> <p>To further develop teacher practice in Assessment for Learning capabilities across the school, leading to improved teacher planning and informed delivery of delivery and the development of student agency.</p> <p>As part of the Professional Growth Cycle, teachers will complete collaborative inquiries, demonstrating teachers' commitment to best practice for the benefit of all ākonga.</p> <p>We will continue to implement the strategies identified in our PEP and MEP plans.</p> <p>Teachers will continue to demonstrate culturally</p>
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<ul style="list-style-type: none"> <li>• TOD - Te Mataiaho Curriculum Refresh 10/11/23</li> <li>• DP to disseminate findings from recent Action Research project completed around Building Learner Agency through the Effective Use of Feedback through staff meeting</li> <li>• Develop effective feedback strategies for teachers and students through collaborative team inquiries.</li> <li>• </li> </ul>	<p><i>school many of who were achieving well below expected curriculum levels in reading, writing and maths.</i></p> <p><i>In summary a majority of our 2023 goals were met.</i></p>	<p>responsive practice through school-wide initiatives and classroom programmes.</p> <p>The school will continue to work towards meeting the South Auckland Catholic Schools Community of Learners achievement challenges to raise achievement through building teacher capability.</p>
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## Planning for next year: 2024

### 2024 Annual Goals

- **Strategic Goal 1: Hauora**

Annual Goal 1: Increase whanau and student engagement and participation, using more effective communication and reporting tools

Annual Goal 2: Strengthening transition practices to school and from school; new entrants/arrivals across the school and Year 6 leavers.

- **Strategic Goal 2: Capability**

Annual Goal 1: Increasing teacher capability in delivering the refreshed NZ Curriculum Learning Areas as released; in particular Mathematics and English

Annual Goal 2: Strengthen individual teacher knowledge of our Catholic faith and its teaching.

- **Strategic Goal 3: Agency**

Annual Goal 1: Develop and co-construct a shared understanding of what agentic learning looks like, sounds like and feels like at St Joseph's School.