



St Mary's Catholic School Milton

Strategic Plan

2024 - 2025



Manaakitanga

Ako

Wananga

Whanaungatanga



Manaakitanga

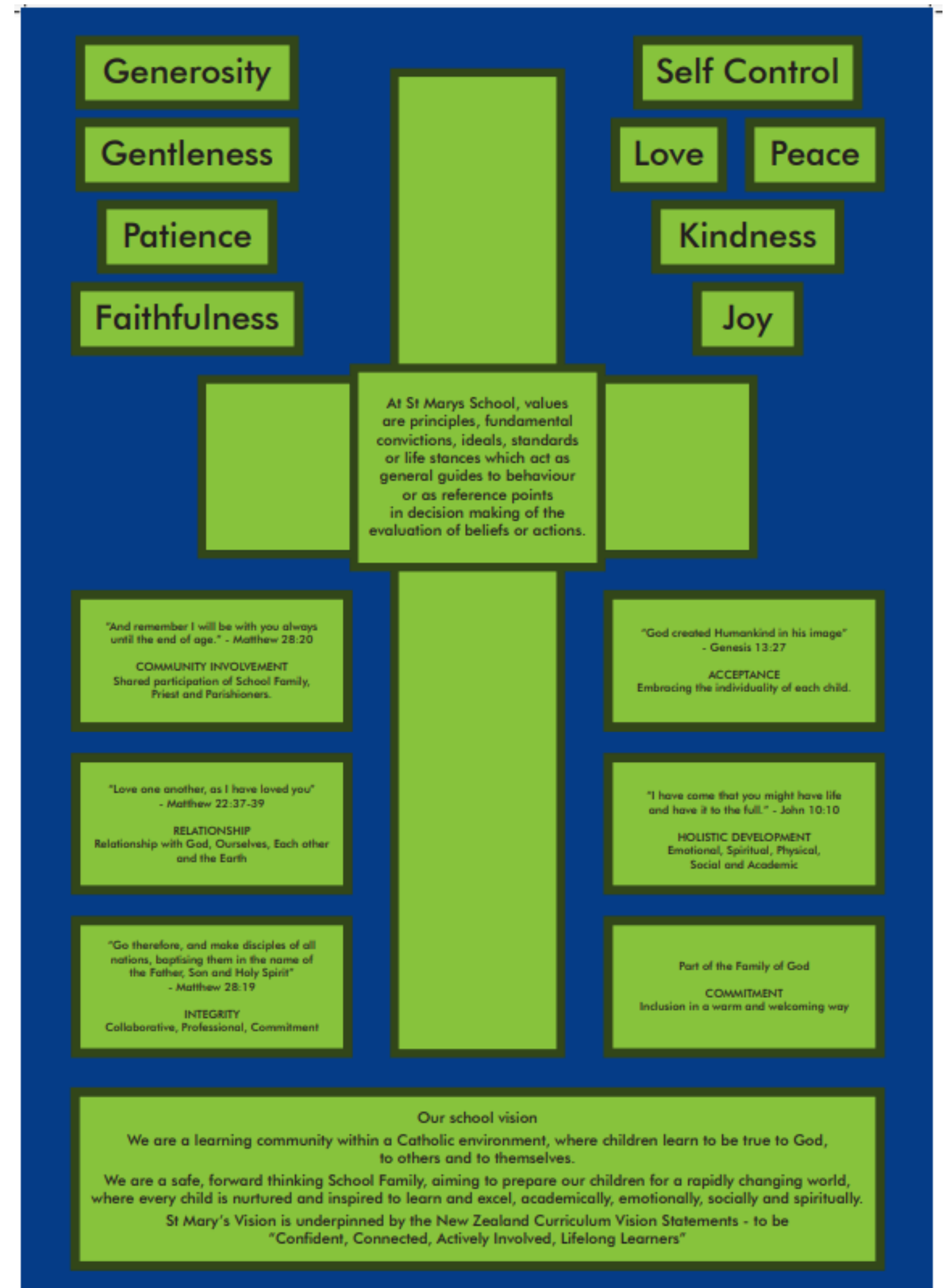
Ako

Wananga

Whanaungatanga



St Mary's School VISION





Strategic Intention

School Organisation and Structure

St Mary's School, 7 Chaucer Street, Milton, is an Integrated Primary School. It is a Roman Catholic Primary School for boys and girls from Year 1 to Year 6, offering education with a Special Character. St Mary's is a school in which the whole School community, through the general school programme and in its Religious Instruction and observances, exercises the right to live and teach the values of Jesus Christ. These values are as expressed in the Scriptures and in the practices, worship and doctrine of the Roman Catholic Church, as determined by the Roman Catholic Bishop of the Diocese of Dunedin.

The Proprietor of the School and the Minister of Education have signed an integration agreement for the School in the terms of the Private School's Conditional Integration Act 1975.

St Mary's Primary School is situated within the small town of Milton. The redeveloped building consists of five generous sized classrooms, one of which includes a library. There is a foyer and reception area, Principals office, a Learning Support Co-ordinator/BOT Office, five resource rooms, a Medical room, and Staff room. This is complemented by a sizeable hard surfaced playing area, a tennis/netball/basketball court, large playing fields, a well-developed adventure playground and confidence course and proximity to and use of the Church and Parish Hall. The School has well-established trees and grounds.

Strengths of the School include small classes in the junior school, early intervention programmes, high interest programmes, and high expectations of achievement from children. High expectations are fostered along with a variety of opportunities and a strong work ethos is promoted throughout the School.

The school has embraced e-learning – with the purchase of sufficient devices for all of the children.

The parents are proud of St Mary's School and take an active role in the life of the School. The School is perceived as having a warm, caring atmosphere, with excellent relationships and communications between home and school.

As well as the Board of Trustees, the Church community and the Home and School are actively supportive and loyal to the School.

Special Character

St Mary's Catholic School is school with a Special Character. We offer the children a "Values" based education using a modern perspective on traditional Catholic ideals.

The active delivery of key principles under-pin the reason that Catholic schools exist and is the point of difference that make integrated schools, special.

They include:

- Commitment to God
- Commitment to our Students
- Commitment to Parents and Caregivers
- Commitment to the Community
- Commitment to Education
- Commitment to Ourselves

It is manifest through:

- Our responsibility to uphold the Catholic Special Character of our school.
- Our mandate to put the well-being of our students first, respecting their rights and dignity, nurturing their individual sense of self-worth and serving their spiritual, academic and human needs.
- Our focus on delivering the best possible educational programmes that suit each student, enabling them to reach their fullest potential.
- Our delivery of the best possible Religious Education programmes for our students, and to relate these programmes to their daily lives and to challenge them to live the gospel values.



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How we have given effect to Te Tiriti o Waitangi

St Mary's Catholic School, as appropriate to its community, has developed policies and practices that reflect New Zealand's cultural diversity and the unique position of Maori. We take all reasonable steps to provide instruction in Tikanga Maori (Maori culture), Te Reo Maori (Maori language) and Maturanga Maori. To achieve this our school does the following:

- Maori students are identified on enrolment and we seek to identify iwi affiliation.
- Implement Te Mataiaho - giving practical effect to Te Tiriti o Waitangi
- Provide high expectations, inclusivity and equality for all children and ensure that each child is encouraged to reach their potential and excel
- Implement the integration of Maori spirituality, language and traditions within our RE programme
- Ensure that the study of Aotearoa NZ Histories is a focus for classroom programmes
- Provide Maori programmes that reflect the needs and skills of students, ensuring balance and coverage
- Elements of Tikanga and Te Reo are regularly incorporated into Theme plans
- Elements of Tikanga and Te Reo are evident in classroom environments
- Kapa Haka is inclusive and taught to all children at St Mary's School
- Consult with our local Maori community
- Monitor progress and performance of Maori children regularly and sensitively and report to relevant parties.
- Provide for different learning styles – ie – buddy classes, peer tutoring and cooperative learning methods - to ensure equity
- Purchase appropriate resources
- Include Maori waiata and karakia in classrooms, assemblies and liturgies
- The BOT and staff is responsive to the special qualities, needs and aspirations of people of all cultures within our community
- We undertake to provide learning opportunities in Tikanga Maori and Te Reo Maori on request. Should there be a request that children be taught in the medium of Te Reo Maori, then the board will: - refer to the Resource Teacher of Maori for advice and assistance and/or support an application for dual enrolment at Te Kura for the children





Section 2 Strategic Plan

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Strategic Goals

1

Living our Special Character as a School Community

Carry out the Church's Mission - providing a faith environment that enables children to develop a strong personal relationship with God - through the development of knowledge, attitudes and skills- to become active and committed members of the Faith Community and to contribute positively to the local, national and world community.

2024	2025
Develop knowledge and learning in "To Tatou Whakapono - Our Faith" - to increase and strengthen children's knowledge and understanding of the place of God in their lives, cultivate pastoral care, develop an active approach to social justice and promote our school and Dominican values.	Continue to develop knowledge and learning in "To Tatou Whakapono - Our Faith" - to increase and strengthen children's knowledge and understanding of the place of God in their lives. Continue to cultivate pastoral care, develop an active approach to social justice and promote our School and Dominican values.

2

Building a Sense of Community and Fostering Effective Connections and Relationships

Foster community collaboration and forge positive partnerships to cultivate a strong sense of school family and aim to be the preferred school for children, providing enriching opportunities that not only enhance learning but also empower children to succeed through cooperation of all stake-holders

2024	2025
Promote connections, equity, cultural inclusivity, and ensure that members feel nurtured and supported whilst taking every opportunity to build positive relationships between the families, Parish, school and the local community.	Promote connections, equity, cultural inclusivity, and ensure that members feel nurtured and supported whilst taking every opportunity to build positive relationships between the families, Parish, school and the local community.

3

A Responsive Curriculum

Ensure that all students have fair and equitable access to the NZ Curriculum through the provision of inclusive and supportive high-quality, top-tier learning programmes that inspire high aspirations and promote excellence

2024	2025
Resource and develop our physical and academic environments promoting high expectations and learning that is personalized.	Resource and develop our physical and academic environments promoting high expectations and learning that is personalized.

Section 3

Annual School Improvement Plan



Whanaungatanga

Manaakitanga

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Strategic Goal 1

Living our Special Character as a School Community

GOAL: Carry out the Church's mission - providing a faith environment that enables children to develop a strong personal relationship with God - through the development of attitudes, knowledge, and skills to become active and committed members of the Faith Community and to contribute positively to the local, national and world community.

STRATEGIC INITIATIVE: Develop knowledge and learning in "To Tatou Whakapono - Our Faith" - to increase and strengthen children's knowledge and understanding of the place of God in their lives, cultivate pastoral care, develop an active approach to social justice and promote our School and Dominican values.

	Actions	Monitoring & Progress Indicators	Resources	Who	Outcomes
1	Integrate our core values into every aspect of education	Students exhibit a heightened sense of empathy leading to more positive interactions	RE Curric The Restorative Chat Values	Tchrs Principal	Acts of kindness become a norm, fostering a supportive and compassionate atmosphere
2	Incorporate and align the Dominican Charism into our School Values & Tataiako Whare	Dominican Charism - 4 Pillars - will be linked to the school values and the koru symbol for St Mary's will have meaning for staff and children	Shool Values Dominican Values Tataiako Whare	Tchrs Principal	Children will have an enhanced understanding of the significance of the Dominican Order in the everyday life of the school - the past, the present and the future
3	Explore To Tatou Whakapono - Our Faith" Religious Education curriculum.	Professional Growth Development for all staff	To Tatou Whakapono Our Faith RE Curriculum	DRS Principal Teachers	Planning, assessment and the reporting of student progress will begin to be developed over time.
4	Implement planned professional learning, professional leadership and support opportunities for all staff	Staff will be well-informed on Religious Education, develop individual spirituality, and planning and delivery will be effective	Twilight Mtgs DRS Meetings Staff Meetigns REA meetings	Principal DRS Teachers	Children will be well-versed, have a good understanding of, and respect for the Christian, Catholic message.
5	Strengthen positive and purposeful connections with the local and wider community by providing service for others	The children will be involved in community outreach projects. Social Justice - programmes implemented.	Young Vinnies, School Garden - Local Foodbank, Dunedin Hospice, Child Cancer, Daffidol Day, Caritas, Social Justice Prog	DRS Principal Teachers Support Staff Jo from Young Vinnies	Children will share in our vision for a just society in which the dignity of all people is recognized, develop an understanding and awareness of inequality, empathy for others, and will develop a social conscience.



Strategic Goal 2

Building a Sense of Community and Fostering Effective Connections and Relationships

Foster community collaboration and forge positive partnerships to cultivate a strong sense of school family and aim to be the preferred school for children, providing enriching opportunities that not only enhance learning but also empower children to succeed through co-operation of all stake-holders.

*2024 Initiative: Promote connections, equity, cultural inclusivity, and ensure that members feel nurtured and supported whilst taking every opportunity to build positive relationships between families, Parish, School and local community
Community Collaboration and partnerships extend and enrich opportunities for students to become confident, connected, actively involved, lifelong learners.*

	Actions	Monitoring & Progress Indicators	Resources	Who	Outcomes
1	Bring students, families and staff together, by planning annual outside of school day events to enhance relationships and encourage the sense of belonging to a school family.	Use feedback (and participation) to make improvements, refine event planning, and ensure that they continue to promote a strong sense of school family.	Family Fun Night Matariki Production Expo	All Staff Principal	Strong active participation of parents in school events will enhance the concept of school family and will encourage enhancement of students' learning experience.
2	Promote parent participation in curriculum activities, and develop effective learning-based relationships with the school community. Include Parent curriculum evenings - literacy and numeracy.	Parental participation and support.	Theme based trips & occasions Speakers Sports events	All Staff	Foster strong parental involvement, a collaborative partnership between the school and family and a shared sense of responsibility for students' educational success.
3	Organise opportunities for our school family, including the Parish, to gather, worship, celebrate and connect through regular School Family Masses, Liturgies and School Assemblies.	Review - DIMENSION 3: TE WHAKAATU KARITIANA/CHRISTIAN WITNESS - Participation and Collaboration. Evaluate school family community engagement by reviewing attendance rates, parent feedback and the overall atmosphere of these gatherings, ensuring that they remain meaningful, inclusive and vibrant expressions of our school community's faith and unity.	School newsletter Parish newsletter School Blog Texting Invitations	DRS Principal Teacher s Parish Priest	School Masses, Liturgies and Assemblies will become powerful vehicles for fostering a sense of belonging, promoting parent community engagement and strengthening the spiritual and communal bonds that unite us as a Catholic School Family.
4	Implement parent-teacher-child interviews as an opportunity for all stakeholders to engage in joint discussions regarding the student's progress, strengths, challenges and goals.	Meetings with stakeholders are positive, welcoming and informative, Agreed goals are set.	Pre-determined questions	Parents Tchrs Children Skool Loop	Interviews will serve as a platform for open dialogue, shared insights and collaborative goal-setting, resulting in a stronger partnership between parents, teachers and students.
5	Arrange parents & members of the public with relevant expertise, to share their professional experiences, provide insights, and engage students interactive learning experiences.	Ability to provide students with engaging and relevant educational experiences by recognizing and utilizing the diverse knowledge and skills of our parent and local community.		Principal Teacher s	We will create a collaborative and dynamic educational environment where school family members will work together to provide engaging, relevant, and well-rounded educational experiences.
6	Implement a marketing campaign showcasing the school's inclusive and empowering learning environment.	Regularly monitor the effectiveness of the marketing strategies and enrolment efforts.	Prospectus Early Learning Centres, Kindergarten, brochures	BOT Principal DP	An increase in roll numbers.



Strategic Goal 3

A Responsive Curriculum

Goal 3 – Ensure that all students have fair and equitable access to the NZ Curriculum through the provision of inclusive and supportive, high-quality, top-tier learning programmes that inspire high aspirations and promote excellence

1

2023 Initiative: Resource and develop our physical and academic environments promoting high expectations and learning that is personalised.

We are committed to providing a rich, inclusive, and dynamic educational experience that inspires intellectual curiosity, academic excellence, nurtures personal growth, and prepares students to become life-long learners who will thrive in an ever-changing world.

	Actions	Monitoring & Progress Indicators	Resources	Who	Outcomes
1	Place sustained emphasis on foundational learning and continue to develop and improve students' reading abilities, comprehension skills and overall literacy development through use of the Ideal Structured Literacy programme throughout the school.	Regular assessment of students' reading abilities to determine their instructional level and growth in advancing to higher levels of complexity over time.	Ideal Structured Literacy Programme, PLD, Home & School funding Principal support to reduce numbers in the junior classes	Teachers Principal H & S T Aide	Our structured literacy programme will reflect the Refreshed Curriculum, focus on building a strong foundation in reading and writing. Children will learn explicit and systematic instruction in phonemic awareness, phonics, decoding and encoding. These skills will provide the necessary groundwork for reading fluency and comprehension, spelling and writing.
2	Place sustained emphasis on foundational learning, and successfully implement the Prime Maths programme throughout the school, ensuring effective instruction and improved mathematical outcomes for students.	Regular analysis of assessment data to identify trends, areas of strength, and areas for improvement in student performance. Reflection and feedback from teachers on the effectiveness of Prime Maths instructional strategies, highlighting successful practices and areas needing refinement.	Prime Maths programme PLD Budget	Principal DP Teachers H & School T Aide	Our Maths programme will reflect the refreshed curriculum, ensure students demonstrate a positive attitude, exhibit a heightened interest and engagement and demonstrate academic growth.
3	Continue to expand and improve Aotearoa NZ Histories programme by researching information and developing lesson planning across the school.	Ensuring that Theme planning includes aspects of Aotearoa NZ Histories content.	Curriculum Refresh Budget Jess Tuhega (MOE)	Principal Teachers	Our Curriculum Programmes will be inclusive and will encompass students actively engage in learning activities related to Aotearoa NZ Histories, displaying a higher level of interest, curiosity, and motivation to explore and understand the historical narratives of New Zealand.
5	Engage a professional mural artist (Alice) to lead the design process, incorporating elements that reflect the school's values, and culture, to paint a mural on the play shed and hall walls.	Walls repaired, prepared and painted. Design agreed on.	Resene Paints Builder Painter Creative Arts Application Alice	BOT Staff H & School	The physical environment of the school will be enhanced with the creation of an aesthetically pleasing space that promotes a sense of pride, creativity and inspiration among students and staff.
6	Continue with Professional Development initiatives to escalate teacher confidence and skills in structured learning approaches - (Ideal Structured Literacy and (Prime Maths) to support the progress of all children. Writing - Sheena Cameron, Healthy Active Learning, Futured Focused Learning,	Professional capability and collective capacity is evident - Our curriculum programmes will include the development of shared expectations and practices to ensure consistency across the school	Budget	Principal Staff	Staff will have access to powerful, focused professional learning and development to provide high quality education and to ensure the success of our students.



Section 4

Annual Target

Improving Student
Achievement in Maths

Manaakitanga

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Whanaungatanga



SCHOOL NAME

ST MARY'S SCHOOL

SCHOOL NUMBER - 3831

Strategic Aim:**CURRICULUM AND STUDENT ACHIEVEMENT**

Strategic Goal 2: All students are able to access the NZ Curriculum through the provision of high-quality learning programmes, as evidenced by progress and achievement in relation to expected levels in Mathematics.

Strategic Goal 3: Students with special learning needs are supported in their learning so that they can progress in relation to the NZC and fully participate in and contribute to the school and their community.

Students with special abilities are supported in their learning so that they can extend their progress in relation to the NZC.

Annual Aim:

Annual targets will be identified, based on analysed data, to effect and sustain improvement in Mathematics. The number of students achieving at or above expected levels in Mathematics will increase. Targeted groups will show accelerated progress over the year.

-The progress of identified students and groups of students including Maori, will be tracked and regularly reviewed.

-Teachers will encourage children to take responsibility/ownership for their own learning by supporting students to set their own learning goals and know what to do to achieve them.

- Students make progress, achieve and experience success against goals developed in Individual Education Plans.

-Teachers develop communication between home & school to support student learning & well-being.

TARGET 1: To continue to maintain momentum and place emphasis on Mathematics so that by the end of the current year, year, **90%** of the students will be working at or above the appropriate stage for their year level.

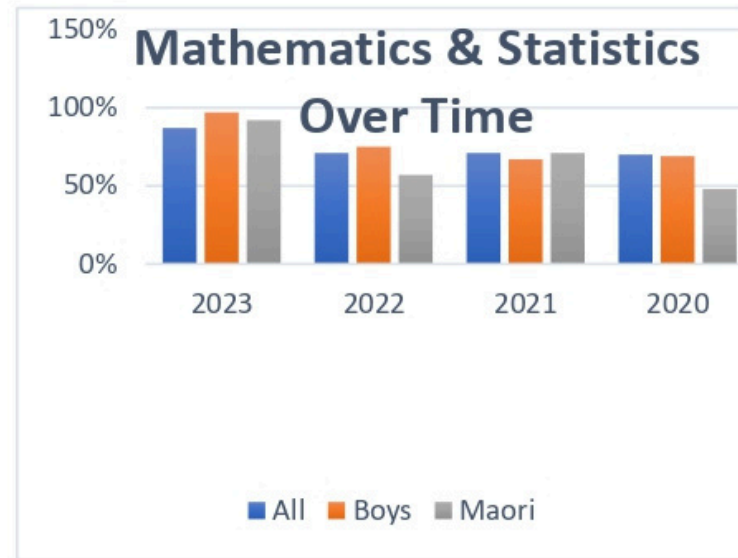
TARGET 2: By the end of the current year, 2 students will make gains and be **working towards** the expected level. By the end of the current year, 5 students who are working below **will make accelerated progress** and will be achieving at expected levels. By the end of the current year, an identified group of 3 students who are achieving **AT** will continue to **maintain progress** appropriate to their year level. By the end of the current year, an identified group of 4 students who are achieving **ABOVE** will continue to **maintain progress** and achieve above.

BASELINE DATA: We are a Catholic Primary School – drawing from a wide range of families. We are constantly striving to have **all** of our children learn to be numerate. Analysis of school-wide Mathematical data - (Overall Teacher Judgement) in **November 2022** identified that **71%** of our children were progressing and achieving in-line within Mathematics with **26% achieving above, and 45% achieving at**. We wanted to be able to **maintain** and strive to improve this achievement result, therefore **Target 1** involved **all** of the children – ie - (Y1 to Y6) - because in order to maintain momentum across the school, MATHEMATICS must be taught well, intervention must occur as soon as problems are detected and additional teaching must take precedence.

Data from November 2022 also identified that there were students who were achieving below and needed to make **gains** and be achieving **towards** the appropriate level, children who were working below to **make progress and be achieving at**, children who were working **at to make progress and be achieving above**, and children who need to maintain their **at or above** status. Target 2 supported these children. Data also identified children supported on IEPs. These children have had continuous intervention. **Target 3** supported this cohort of children. .

Actions (what did we do?)	Outcomes (what happened?)	Reasons for the variance (why did it happen?)	Evaluation (where to next?)
<p>Reviewed assessment data with staff and determined the particular learning needs of target children. Mathematics groups were formed according to needs and goals were set. Identified children were assisted with learning - this included targeting of individual and groups of children with Teacher Aide assistance. A Targeted Learning Programme was implemented for children who are struggling with concepts at Stage 4/5. This programme is designed to build confidence and is an adjunct to normal Numeracy programmes. On-going evidence provided teachers with information on progress and achievement and formed the basis for additional support if required. All children continue to be signed up and given their own account with E-Ako and/or Prototec and Animal Maths (R1). They are able to use this at home and at school.</p>	<p>The analysis of the end of year data revealed the following:</p> <p>Target 1 – Target almost achieved 87% of our children are progressing and achieving in line with expected levels in MATHEMATICS & STATISTICS - with 41% achieving above, and 46% achieving at expected levels.</p> <p>Target 2 – Target Achieved Of the 2 children targeted to make gains within their level both have achieved AT. Of the 5 children targeted to achieve from below to at – 4 children are AT and 1 child is above. Of the 3 children targeted to maintain at – 2 children are AT & 1 is above. Of the 4 children targeted to maintain above – all are above.</p>	<p>We have children with neuro-diverse needs and attendance issues in our school.</p>	<p>We will continue to support all children – but will focus on those individuals who need additional support to reach targets – progressing them towards expected levels.</p> <p>We will continue to extend the children who are achieving above. We will be utilising e-learning to assist and enhance the children’s understanding of mathematical concepts.</p> <p>The Principal has researched a Mathematics Programme for 2024 – based on Singapore and Hong Kong Mathematics – called Prime Maths. This is a structured programme and will be purchased ready for Term 1 2024.</p>

One child was enrolled with Te Kura to give her additional assistance.
Children have access to maths games, basic facts and pattern apps on individual chrome books or i-pads.
Mathematics programmes were operated concurrently throughout the school so that children were able to be catered for by moving between multi- level classrooms.
Teachers continually monitored the progress of all children and children were discussed at Staff Meetings.
Results from a variety of methods, were collated, analysed and OTJ's were used to make a decision about achievement.
Mathematics and Statistics was assessed and moderated in November 2022, July 2023 and November 2023.
End of Year data has been analysed to inform progress and planning for 2024.



Annual Target:

Improving Student Achievement in Mathematics & Statistics

<p>STRATEGIC PLAN: Goal 3 – Ensure that all students have fair and equitable access to the NZ Curriculum through the provision of inclusive and supportive, high-quality, top-tier learning programmes that inspire high aspirations and promote excellence.</p>	<p>STRATEGIC INITIATIVE: Resource and develop our physical and academic environments - promoting high expectations and learning that is personalized.</p>	<p>Target 1: To continue to maintain momentum and place emphasis in reading so that by the end of the year, 95% of the students will continue to be working at or above their appropriate year level. Target 2: By the end of the year, an identified cohort of 13 students will make gains and be working towards, at or above the appropriate curriculum level.</p>																																				
<p>BASELINE DATA: We are a Catholic Primary School, drawing from a wide range of families. We are constantly striving to have all of our children learn to achieve well in Mathematics and Statistics. Analysis of school-wide mathematical data in November 2023 identified that Mathematical progress and achievement was high – with 87% of the children working at or above the expected stage for their year level - with 46% achieving at and 41 % achieving above. To maintain and strive to improve this achievement result for 2024, we have targeted 8 children – (3 boys & 5 girls) - included in this total and we have also set a school-wide target to include all children.</p>	<p>At the end of 2023 there were:</p> <table border="1" data-bbox="1119 527 2165 821"> <thead> <tr> <th></th> <th>Low</th> <th>Mid</th> <th>High</th> <th>TOTAL</th> </tr> </thead> <tbody> <tr> <td>Year 1</td> <td>2</td> <td>1</td> <td></td> <td>3</td> </tr> <tr> <td>Year 2</td> <td>2</td> <td></td> <td></td> <td>2</td> </tr> <tr> <td>Year 3</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Year 4</td> <td>1</td> <td></td> <td></td> <td>1</td> </tr> <tr> <td>Year 5</td> <td>1</td> <td>1</td> <td></td> <td>2</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td>8</td> </tr> </tbody> </table> <p>Our priority students in relation to this target are those who were identified in our EOY 2023 data as needing additional assistance to either make progress or maintain status. These ?? students are taken from the 52 current students in Years 1-6. These students consist of % of the current students in Years 1-6. The students have been categorized according to their achievement at the end of 2023 in relation to the 3 sublevels that comprise the WITHIN band of achievement. Low - bottom of the sublevels (i.e 3 sublevels below achieving ABOVE Expectation) Mid - middle of the sublevels (i.e - 2 sublevels below achieving ABOVE Expectation) High - top of the sublevels (i.e - 1 sublevel below achieving ABOVE Expectation).</p>			Low	Mid	High	TOTAL	Year 1	2	1		3	Year 2	2			2	Year 3					Year 4	1			1	Year 5	1	1		2					8	<p>TARGET GROUP FOR 2024 – We have targeted the following: - 1 child to make gains working towards, 8 children to maintain at.</p> <p>We also wish to continue to maintain momentum and place emphasis on Mathematics and Statistics so that by the end of the year, 90% of the students will be working at or above the appropriate stage for their year level. This includes focusing on multiplication, place value and fractions.</p>
	Low	Mid	High	TOTAL																																		
Year 1	2	1		3																																		
Year 2	2			2																																		
Year 3																																						
Year 4	1			1																																		
Year 5	1	1		2																																		
				8																																		
<p>Assessment: Prime Placement Testing, Jam & Gloss testing, OTJ</p>																																						

	What will the school do to meet the Target? (Actions)	Who is involved – responsible?	Monitoring & Progress Indicators?	Resources - to meet targets?	Date Completed
1	School-wide mathematics analysed for Term 4 2023. Priority learners identified & targets set.	Teachers/Principal	Teachers will work together to confirm consistent whole-school achievement. Watch list developed, targets set.	Jam, Gloss, Prime Placement Testing, OTJ	
2	Prime placement tests administered. Mathematics groups formed according to needs and abilities.	Pr/Tchrs	Children who have differing skill levels are provided with targeted structured instruction and support.	Assessment data. RTLB, RT:Lit, Sp Therapist	
3	Strategies to address needs/abilities are determined. Teacher and/or teacher aide support provided for targeted students. Acceleration classes provided. Programmes implemented.	Teachers/Pr	Targeted Numeracy groups operating. Prime Mathematics implemented. Outcomes for children are enhanced.	Staff Mtg Minutes	
4	Dedicate specific time for daily instructional mathematics.	Teachers/Pr	Appropriate timetabling. – 5 days per week	Staff Mtg Minutes	
5	Integrate Mathematics across disciplines.	TA, Tchrs, Principal	Emphasis is placed on theme as a vehicle for mathematics where appropriate.	Budget	
6	PLD for teachers/teacher aides –Prime Mathematics. Tchr observation at our and other schools. LSC support with PLD. Scholastic Rep support with PLD.	Tchrs/Parents	Teachers develop guidelines ideas & expectations, about what direct instruction will look like across the school. Learning, reflection & innovation will improve student outcomes.	Budget	
7	Encourage homework – learning basic facts and times tables.	DP/Tchrs/Pr	Teachers liaise with parents to ensure basic facts & times tables are supported at home.	Budget	
8	Parent Evening held to show parents how we teach the Prime Maths programme.	Teachers/Pr	Parents are engaged and supportive - fostering effective connections and relationships.	Budget	
9	School wide analysis – March, July & November	Teachers/Pr	A school-wide, consistent approach to assessment	Testing, OTJ	
10	Report regularly on progress towards achieving target	Principal/BOT	See Triennial Effectiveness Review Plan	Analysis	
9	Analyse end of year data to inform progress & planning for the following year.		Data analysed; Targets set.	Triennial Effectiveness Review Plan	





Section 4

Annual Target

Improving Student
Achievement in Writing

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ANALYSIS OF VARIANCE REPORTING

WRITING - 2023

SCHOOL NAME	ST MARY'S SCHOOL	SCHOOL NUMBER – 3831
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Strategic Aim:
CURRICULUM & STUDENT ACHIEVEMENT
Strategic Goal 2:
 All students are able to access the NZ Curriculum through the provision of high- quality learning programmes, as evidenced by progress and achievement.
Strategic Goal 3: Students with special learning needs are supported in their learning so that they can progress in relation to the NZC and fully participate in and contribute to the school and their community

Annual Aim:
-Annual targets will be identified, based on analysed data, to effect and sustain improvement in Writing. The number of students achieving at or above in Writing will increase.
-The progress of identified students and groups of students including Maori, will be tracked and regularly reviewed.
- Students make progress, achieve, take ownership of their learning and experience success against goals developed in Individual Education Plans.
-Teachers will encourage children to take responsibility for their own learning by supporting students to set their own learning goals and know what to do to achieve them with criteria based learning & encourage children to take ownership for their learning.
-Teachers develop communication between home & school to support student learning & well-being.

TARGET 1: To continue to maintain momentum and place emphasis in writing so that by the end of the year, **90%** of the students will be working at or above their appropriate year level.
TARGET 2:
 By the end of the year, an identified cohort of 2 students will **make gains and will be achieving at** the appropriate year level
 By the end of the year, an identified cohort of 7 students will **retain/maintain their AT status**
 By the end of the year, one identified student will **make gains & be achieving above** the appropriate year level expected for their age
 By the end of the year, an identified cohort of 2 students will have **made gains** towards being AT the appropriate year level expected for their age

BASELINE DATA: We are a Catholic Primary School, drawing from a wide range of families. We are constantly striving to have **all** our children learn to write well. Analysis of school-wide writing data - (Overall Teacher Judgement) in **November 2022** identified that 85% of the children were working at or above the expected stage for their year level - **with 59% achieving at and 26% achieving above**. To maintain and strive to improve this achievement result, **Target 1** involved **all** of the children – ie - (Y1 to Y6) - because in order to maintain momentum across the school, writing must be taught well, intervention must occur as soon as problems are detected and additional teaching must take precedence. Data also identified that there was a group of **children** who were achieving **BELOW** the expected level for their year group, some of whom should be at and some of whom should make gains towards the expected level. There was one an individual who was at but may be above, a group who should make gains and a group who needed to maintain their - at status. **Target 2** supported this cohort of children.

Actions (what did we do?)	Outcomes (what happened?)	Reasons for the variance (why did it happen?)	Evaluation (Where to next?)
<p><i>End of Year data was analysed to inform progress and planning for 2023. Assessment data was reviewed with staff and particular learning needs of target children were determined. Targeted children were monitored closely in the classroom – progress was monitored and discussed at staff meetings. The principal formed a class and worked with a group of Y2/3 children on a specific programme to enhance independence and achievement. Teachers followed the school plan and children learned to write using a variety of genre – particularly with the use of the Sheena Cameron and the Words Alive programmes. Achievement in writing expectations at St Mary’s are high as teacher’s have become more experienced in delivering the programme and moderating work. We have implemented a structured spelling programme – (Ideal Learning Platform) which has assisted the children with spelling and is proving to be a fantastic adjunct to the children’s needs. We have formulated expectations of children’s writing at various year levels and have begun to work on formulating criteria- based writing according to genre & will have this completed in 2024. We have also used Asttle indicators to inform assessment practices.</i></p>	<p>The analysis of the end of year data revealed the following:</p> <p>Target 1 – ACHIEVED 90% of our children are progressing and achieving in line with expected levels in WRITING with 45% achieving AT, and 45% achieving ABOVE expected levels.</p> <p>Target 2 - Of the 12 targeted children: 9 have obtained targets with 1 of these children exceeding expectation. Of the 3 additional children – all have all moved and have almost obtained the targets set.</p>	<p>With a lot of hard work from teachers and students, we obtained our overall target. We have almost obtained the second target. We are into our third year of implementation of the Ideal Spelling Programme. This is certainly assisting</p>	<p>We have detected those students who should improve with additional assistance and careful monitoring. We will target these students to ensure that writing achievement at St Mary’s School continues to be high.</p> <p>Criteria-based learning will continue to be developed in each genre of writing and students will know the steps to achieve.</p>

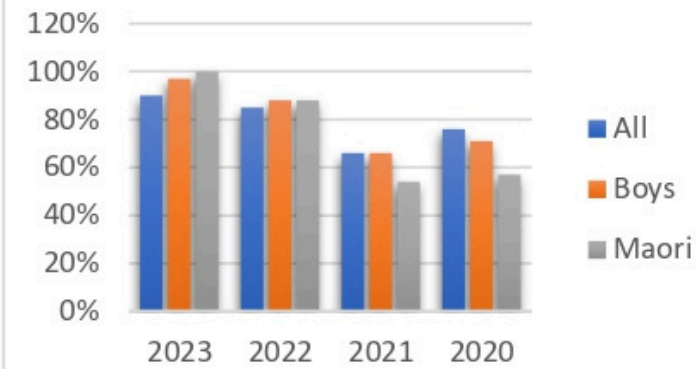
Writing is integrated throughout theme and cross curricula teaching programmes as well as employing a DAT (Deliberate Act of Teaching) to ensure that coverage is met. Teachers deliver a variety of educational experiences to enrich and improve children's understanding of the world, thus providing them with the opportunity to develop specific writing skills & enhance vocabulary & understanding.

Children have benefited from a variety of supports- ie – additional Ideal Spelling teaching and teacher aide support. (A programme of support will continue next year).

Teachers continue to assess writing and moderate together to form a mutual understanding and whilst doing so, they deepen their own knowledge of the writing process.

Evidence from analysis and moderation, provides us with information on progress and achievement and forms the basis for making judgements. Children at St M want to write – they are motivated & interested learners.

November Writing Results Over Time



most students by teaching spelling rules and punctuation which students apply. Once this programme is firmly established in the school, we feel that students will be able to encode words and punctuate writing far more ably.

Teachers will work with students on specific DATs. Moderation of writing will be continued with St Mary's Staff. We will continue to access PLD in Literacy with the Learning Support Teacher.

A specific group of students have a variety of learning difficulties so, the writing programme for these students in 2024 will be simplified and well-scaffolded to ensure success.

Annual Target:

Improving Student Achievement in Writing

<p>STRATEGIC PLAN: Goal 3 – Ensure that all students have fair and equitable access to the NZ Curriculum through the provision of inclusive and supportive, high-quality, top-tier learning programmes that inspire high aspirations and promote excellence.</p>	<p>STRATEGIC INITIATIVE: Resource and develop our physical and academic environments - promoting high expectations and learning that is personalized.</p>	<p>Target 1: To continue to maintain momentum and place emphasis in writing so that by the end of the year, 90% of the students will continue to be working at or above their appropriate year level. Target 2: By the end of the year, an identified cohort of 13 students will make gains and be working towards, at or above the appropriate curriculum level.</p>																																				
<p>BASELINE DATA: We are a Catholic Primary School, drawing from a wide range of families. We are constantly striving to have all our children learn to write well. Analysis of school-wide writing data in November 2023 identified that writing progress and achievement was high – with 90% of the children working at or above the expected stage for their year level - with 45% achieving at and 45% achieving above. To maintain and strive to improve this achievement result for 2024, we have targeted 13 children. 9 boys and 4 girls are included in this total and we have also set a school-wide target to include all children.</p>	<p>At the end of 2023 there were:</p> <table border="1" data-bbox="1116 525 2199 825"> <thead> <tr> <th></th> <th>Low</th> <th>Mid</th> <th>High</th> <th>TOTAL</th> </tr> </thead> <tbody> <tr> <td>Year 1</td> <td>3</td> <td></td> <td></td> <td>3</td> </tr> <tr> <td>Year 2</td> <td>3</td> <td>1</td> <td></td> <td>4</td> </tr> <tr> <td>Year 3</td> <td>1</td> <td></td> <td></td> <td>1</td> </tr> <tr> <td>Year 4</td> <td>2</td> <td>1</td> <td></td> <td>3</td> </tr> <tr> <td>Year 5</td> <td>2</td> <td></td> <td></td> <td>2</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td>13</td> </tr> </tbody> </table> <p>Our priority students in relation to this target are those who were identified in our EOY 2023 data as needing additional assistance to either make progress or maintain status. These 12 students are taken from the 50 current students in Years 1-6. These students consist of 24% of the current students in Years 1-6. The students have been categorized according to their achievement at the end of 2023 in relation to the 3 sublevels that comprise the WITHIN band of achievement. Low = bottom of the sublevels (i.e 3 sublevels below achieving ABOVE Expectation) Mid = middle of the sublevels (i.e 2 sublevels below achieving ABOVE Expectation) High = top of the sublevels (i.e 1 sublevel below achieving ABOVE Expectation)</p>			Low	Mid	High	TOTAL	Year 1	3			3	Year 2	3	1		4	Year 3	1			1	Year 4	2	1		3	Year 5	2			2					13	<p>TARGET GROUP FOR 2024 – We have targeted the following: - 3 children to make gains working towards, 5 children to maintain at, 1 child to maintain above, 2 children to achieve from below to at and 2 children to achieve from at to above.</p> <p>We have also targeted all children: as to maintain momentum across the school, writing must be taught well, intervention must occur as soon as problems are detected, and additional teaching must take precedence.</p>
	Low	Mid	High	TOTAL																																		
Year 1	3			3																																		
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Year 3	1			1																																		
Year 4	2	1		3																																		
Year 5	2			2																																		
				13																																		
<p>Assessment Tools: Asttle, OTJ</p>																																						

	What will the school do to meet the Target? (Actions)	Who is involved responsible?	Monitoring & Progress Indicators?	Resources - to meet targets?	Date Completed
1	Priority learners identified & targets set – as evidenced by 2023 data	Teachers/Principal	Teachers work together to confirm consistent whole-school achievement.	Asttle	
2	Writing groups formed according to needs	Teachers/Pr/BOT	This will be fluid as per the needs of the children – grouped/regrouped.	Assessment data	
3	Teacher and/or teacher aide support provided for targeted students.	Teachers/Pr	Children have differing skill levels - teachers provide targeted instruction and support. Continually reviewed as part of staff meeting agenda.	Staff Mtg Minutes	
4	Dedicate specific time for daily writing practice & as well, integrate writing across disciplines	Teachers	Long Term Plan reviewed. Timetabled and adhered to. Theme plans include regular different forms of writing.	Theme plans/Timetable Long Term Plans	
5	Develop teacher knowledge of the implications of explicit instruction in writing.	Teachers/Pr	Regular staff meetings booked for shared professional learning.	The Writing Revolution – The Writing Rope - LSC	
6	PLD for teachers/T Aides – Teachers visit other teachers/schools to view writing programmes – observe and/or model explicit instruction, Sheena Cameron PLD	DP/Tutor Teacher	Staff engaged in a PLD programme. Teachers develop guidelines ideas & expectations, about what direct instruction will look like across the school	Teachers Other schools	
7	Teachers develop specific criteria for each genre of writing model regularly	Teachers	Each genre has a set of criteria so that children know what to do to achieve.	Asttle, Exemplars, ARBS, LLP, Sheena Cameron	
9	Use a variety of assessment methods – rubrics, self-assessment, peer assessment, to provide a comprehensive view of students’ writing abilities	Teachers	A range of methods are utilised within the classroom programme. Teachers monitor progress classroom/staff meetings	Assessment methods Staff Meeting Minutes	
10	Engage parents by sharing students’ writing	Teachers/Students	Teacher use see-saw, & newsletter to showcase children’s writing.	See saw, Newsletters	
11	School wide analysis – March, July & November – teachers moderate together.	Pr/Tutor Teacher/ Tchr	Children can write for a variety of audiences, modelling books & observations. A school-wide, consistent approach to marking.	PLD Budget	
12	Report regularly on progress towards achieving target	Teachers/Pr	Reported July & November	Children’s work samples	
13	Analyse end of year data to inform progress & planning for the following year.	Teachers/Pr	Data analysed; Targets set.	Triennial Effectiveness Review Plan	



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Section 4

Annual Target

Improving Student
Achievement in Reading

Ako

Manaakitanga

Wananga

Whanaungatanga

SCHOOL NAME

ST MARY'S SCHOOL

SCHOOL NUMBER - 3831

Strategic Aim:**CURRICULUM AND STUDENT ACHIEVEMENT**

Strategic Goal 2: All students are able to access the NZ Curriculum through the provision of high quality learning programmes, as evidenced by progress and achievement in relation to expected levels in Reading.

Strategic Goal 3: Students with special learning needs are supported in their learning so that they can progress in relation to the NZC and fully participate in and contribute to the school and their community.

Students with special abilities are supported in their learning so that they can extend their progress in relation to the NZC.

Strategic Goal 6: Our school is an employer of choice where Teachers are supported to improve pedagogy, teaching, learning and assessment practice which will lead to increased student progress and achievement.

Annual Aim:

2.2 – Annual targets will be identified, based on analysed data, to effect and sustain improvement in Reading. The number of students achieving at or above in Reading will increase.

Targeted groups will show gains and/or accelerated progress over the year.

2.3 – The progress of identified students and groups of students including Maori, will be tracked and regularly reviewed.

2.4 - Whanau are engaged in supporting their children's learning.

2.5 – Teachers will participate in collaborative partnerships with colleagues to explore ways of enhancing teaching and learning, across the curriculum.

2.6 – Children will be encouraged to take responsibility/ownership for their own learning by setting their own learning goals and know what to do to achieve them.

6.2 - Teachers engage in Professional Development.

Targets:

TARGET 2: TARGET 1: Continue to maintain momentum and place emphasis in reading so that by the end of the year, **95%** of the students will be working at or above the appropriate stage for their year level. This includes **focusing on comprehension, fluency, phrasing, with an emphasis on speed, retell, and encourage acceleration** for all children.

TARGET 2:

By the end of the current year, 3 identified students who are achieving below will make **gains** and will be achieving **towards** the appropriate level.

By the end of the current year, an identified student who is achieving at, will make **accelerated progress** and will be **reading above** the expected year level.

By the end of the current year, an identified, cohort of 7 students who are **achieving above**, will **continue to maintain progress**.

By the end of the current year, 6 identified students will maintain their **at** status and will be **reading at** the expected year level.

TARGET 3: By the end of the current year those children supported with Individual Educational programmes, will achieve their **individual targets** in Reading, progressing them toward the appropriate level.

BASELINE DATA: We are a Catholic Primary School – drawing from a wide range of families. We are constantly striving to have **all** of our children learn to READ well. Analysis of school-wide reading data - (Overall Teacher Judgement) in **November 2022** identified that **88%** of our children were progressing and achieving in line in READING with **45% achieving above, and 43% achieving at**. We wanted to be able to **maintain** and strive to improve this achievement result, so **Target 1** involved **all** of the children – ie - (Y1 to Y6) - because in order to maintain momentum across the school, READING must be taught well, intervention must occur as soon as problems are detected and additional teaching must take precedence. Data from November 2022 also identified that there were students who were achieving below and needed to make **gains** and be achieving **towards** the appropriate level, children who were working **at to make progress and be achieving above**, and children who need to maintain their **at or above** status. Target 2 supported these children. Data also identified children supported on IEPs. These children have had continuous intervention. **Target 3** supported this cohort of children. These children were targeted for 2023.

Actions (what did we do?)	Outcomes (what happened?)	Reasons for the variance (why did it happen?)	Evaluation (where to next?)
<p>Reviewed assessment data with staff and determined the particular learning needs of target children.</p> <p>Reading groups were formed according to needs and goals were set.</p> <p>Identified children were assisted with learning through entry into the “Individual Needs Programme”. This included targeting of individual and groups of children with Principal, RT:Literacy, RTLB, Learning Support Co-ordinator, Teacher Aide assistance, and Speech Therapist.</p> <p>Progress was monitored at staff meetings and ideas for acceleration/maintaining were continually discussed.</p>	<p>Analysis of the end of year data revealed the following:</p> <p>Target 1 –87 % of our children are progressing and achieving in line with the expected levels in READING with 49% achieving above, and 38 % achieving at expected levels.</p> <p>Target 2</p> <p>Of the 3 children who were targeted to make gains –1 child has made some progress, 2 have made gains – with 1 child progressing from below to at and the other progressing from at to above.</p> <p>1 child targeted to move from at to above has done so.</p>	<p>Targets- Those children who are working below expected levels have varying degrees of learning needs which impact on learning outcomes. They have had a significant</p>	<p>We will continue to support all children – but will focus on those individuals who need additional support to reach targets to ensure that reading achievement at St Mary's School continues to be high.</p> <p>A specific group of children</p>

Because of the emphasis we place on reading, most of the children at St Mary's continue to have excellent decoding and comprehension skills. Our reading focus again this year, has been to **continue to develop comprehension** in reading and we have continued to use the PROBE Reading Kit to teach inferential, comprehension at Year 4 – 6 level. We have also used Nelson Literacy Kits – 3,4,5,6 at Y4-6 level. In addition, classes have sourced texts through the Science Hub to support inquiry topics and to focus on extending vocabulary. Children were taught reading using decodable texts, PM's, Ready to Read texts, Junior Journals and Journals. and the focus has been responding to comprehension questions fully and adding appropriate detail.

We are in to our second year of using a structured programme of literacy using the Ideal Foundation of Literacy Skills which follows a systematic and cumulative approach with specific scope and sequence to follow. We purchased published hard copy decodable readers for the children this year.

We also continue to purchase additional library books. In addition to this, we purchased a set of books to use for Structured Literacy Shared Reading with a focus on vocabulary and retelling.

We continued to provide children with a rich variety of learning experiences to enrich understanding and enhance vocabulary using theme, as a vehicle for reading literacy.

Reading/Language programmes were operated concurrently throughout the school so that children can be catered for by moving between multi- level classrooms if appropriate.

The principal has taken a class for reading and writing (drawing from Room 2) and spelling, drawing from Room 2 & 4. This is to make classes smaller and to accelerate progress.

Teachers continually monitored the progress of all children. On-going evidence provided teachers with information on progress and achievement and formed the basis for entry into additional programmes if required.

Results from a variety of methods, were collated, analysed and OTJ's were used to decide about achievement in relation to expected levels.

Reading was assessed and moderated in November 2022, July 2023 and November 2023.

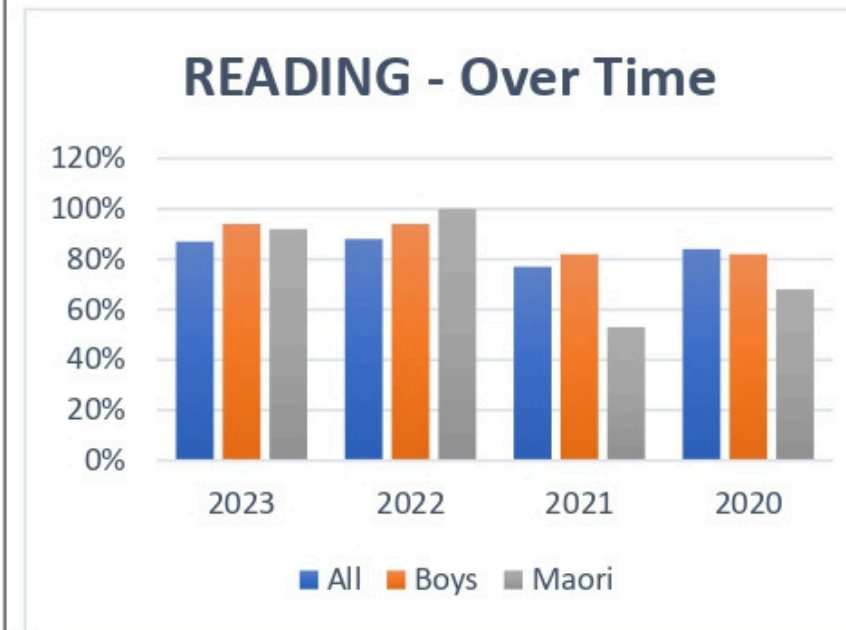
End of Year data will be analysed to inform progress and planning for 2024.

Of the 6 children targeted to maintain at – 4 have done so, the remaining 2 children have exceeded expectation and have achieved above.
Of the 7 children targeted to maintain above – 6 have done so. The remaining child is reading at a good, solid at.

Target 3

5% of the children have special needs, are on IEP's and/or are being supported with various programmes to improve outcomes.

7% of the children have dyslexic or auditory difficulties or neurodiverse tendencies and are on individual programmes, have 1-1 tuition with the teacher and/or Teacher Aide and engagement with the RT:Literacy & the RTL.



amount of additional tuition & this will continue. Children have benefited from a variety of supports ie – Individual Needs programme, RTL & RT:Literacy, LSC, teacher and teacher aide support.

have a variety of learning difficulties – these children will continue to have access to RT:Lit, RTL, Speech Therapist, Teacher Aide, Individual Programmes.

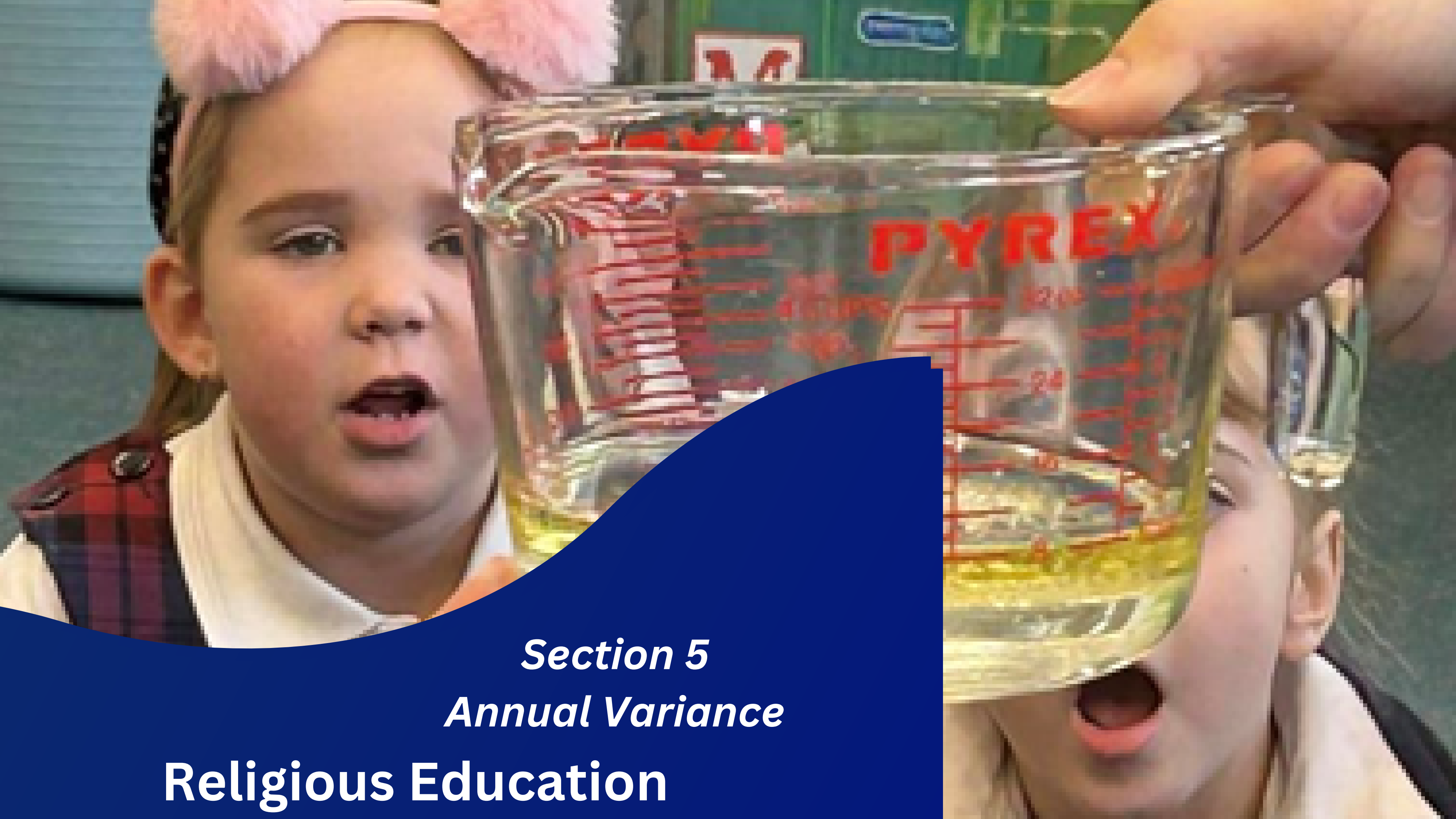
The Principal will continue to select children to form an additional Literacy class to provide acceleration programmes and to reduce class sizes.

We will continue to access PLD in Structured Literacy with the Learning Support Teacher.

Annual Target:

Improving Student Achievement in Reading

<p>STRATEGIC PLAN: Goal 3 – Ensure that all students have fair and equitable access to the NZ Curriculum through the provision of inclusive and supportive, high-quality, top-tier learning programmes that inspire high aspirations and promote excellence.</p>	<p>STRATEGIC INITIATIVE: Resource and develop our physical and academic environments - promoting high expectations and learning that is personalized.</p>	<p>Target 1: To continue to maintain momentum and place emphasis in reading so that by the end of the year, 95% of the students will continue to be working at or above their appropriate year level. Target 2: By the end of the year, an identified cohort of 13 students will make gains and be working towards, at or above the appropriate curriculum level.</p>																																			
<p>BASELINE DATA: We are a Catholic Primary School, drawing from a wide range of families. We are constantly striving to have all of our children learn to read well. Analysis of school-wide reading data in November 2023 identified that reading progress and achievement was high – with 86% of the children working at or above the expected stage for their year level - with 40% achieving at and 46% achieving above. To maintain and strive to improve this achievement result for 2024, we have targeted 13 children – (12 boys & 1 girl) - included in this total and we have also set a school-wide target to include all children.</p>	<p>At the end of 2023 there were:</p> <table border="1" data-bbox="1076 572 2249 896"> <thead> <tr> <th></th> <th>Low</th> <th>Mid</th> <th>High</th> <th>TOTAL</th> </tr> </thead> <tbody> <tr> <td>Year 1</td> <td>3</td> <td>1</td> <td>1</td> <td>5</td> </tr> <tr> <td>Year 2</td> <td></td> <td></td> <td>2</td> <td>2</td> </tr> <tr> <td>Year 3</td> <td>3</td> <td>1</td> <td></td> <td>4</td> </tr> <tr> <td>Year 4</td> <td></td> <td>1</td> <td></td> <td>1</td> </tr> <tr> <td>Year 5</td> <td>1</td> <td></td> <td></td> <td>1</td> </tr> <tr> <td></td> <td>6</td> <td>3</td> <td>3</td> <td>13</td> </tr> </tbody> </table> <p>Our priority students in relation to this target are those who were identified in our EOY 2023 data as needing additional assistance to either make progress or maintain status. These 13 students are taken from the 52 current students in Years 1-6. These students consist of 23% of the current students in Years 1-6. The students have been categorized according to their achievement at the end of 2023 in relation to the 3 sublevels that comprise the WITHIN band of achievement. Low - bottom of the sublevels (i.e 3 sublevels below achieving ABOVE Expectation) Mid - middle of the sublevels (i.e - 2 sublevels below achieving ABOVE Expectation) High - top of the sublevels (i.e - 1 sublevel below achieving ABOVE Expectation).</p>		Low	Mid	High	TOTAL	Year 1	3	1	1	5	Year 2			2	2	Year 3	3	1		4	Year 4		1		1	Year 5	1			1		6	3	3	13	<p>TARGET GROUP FOR 2024 – We have targeted the following: - 3 children to make gains working towards, 2 children to maintain at, 1 child to maintain above, and 7 children to achieve from at to above.</p> <p>We also wish to continue to maintain momentum and place emphasis on reading so that by the end of the year, 95% of the students will be working at or above the appropriate stage for their year level. This includes focusing on comprehension, fluency, phrasing, with an emphasis on speed, retell, and encourage acceleration for all children.</p>
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	6	3	3	13																																	
<p>Assessment: Ideal IRSR Kit running records, OTJ</p>																																					
	<p>What will the school do to meet the Target? (Actions)</p>	<p>Who is involved – responsible?</p>	<p>Monitoring & Progress Indicators?</p>	<p>Resources - to meet targets?</p>	<p>Date Completed</p>																																
1	School-wide reading analysed for Term 4 2023. Priority learners identified & targets set. Reading groups formed according to needs.	Teachers/Principal	Teachers will work together to confirm consistent whole-school achievement. Watch list developed, targets set, reading groups set.																																		
2	Teacher and/or teacher aide support provided for targeted students. Strategies to address needs determined. Support provided. Acceleration classes provided. Programmes implemented.	Pr/Tchrs	An inclusive and supportive learning environment where every child has the opportunity to succeed. Part of staff meeting agenda - reviewed at staff meetings.	Assessment data. RTLB, RT:Lit, Sp Therapist																																	
3	Dedicate specific time for daily instructional reading.	Teachers/Pr	Recognise that children have differing skill levels and teachers are providing targeted structured instruction and support.	Staff Mtg Minutes																																	
4	Integrate reading across disciplines.	Teachers	Emphasis placed on Theme as a vehicle for reading.	Planning																																	
5	PLD for teachers/teacher aides – Structured Reading, Spelling, Tchr Observation at our and other schools. Continue LSC support with PLD.	TA, Tchrs, Principal	Teachers develop guidelines ideas & expectations, about what direct instruction will look like across the school.	Budget																																	
6	Encourage home reading.	Tchrs/Parents	Teachers liaise with parents to ensure reading is supported at home.																																		
7	Parent Evening held to show parents how we teach children to read	DP/Tchrs/Pr	Parents are engaged and supportive - fostering effective connections and relationships.	Budget																																	
8	School wide analysis – March, July & November	Teachers/Pr	A school-wide, consistent approach to assessment																																		
9	Report regularly on progress towards achieving target	Teachers/Pr	See Triennial Effectiveness Review Plan	Theme plans, weekly plans																																	
10	Analyse end of year data to inform progress & planning for the following year.	Principal/BOT	Data analysed; Targets set.	Triennial Effectiveness Review Plan																																	



Section 5

Annual Variance

Religious Education



STUDENT ACHIEVEMENT TARGET & ACTION PLAN 2023



RELIGIOUS EDUCATION

St Mary's School - Milton

Strategic Goal:

To carry out the Church's mission – providing a faith environment which enables children to develop a strong personal relationship with God – through the development of attitudes, knowledge and skills to become active and committed members of the Faith Community and to contribute positively to the world community.

Annual Goal:

- To develop in each child, a knowledge, understanding and respect for our Catholic faith.
- To preserve & enrich the Catholic Special Character of the school.
- To effect collaboration between the School and Parish
- To assist people in need through service & mission outreach & to foster pastoral care amongst the children and the wider community.

Historical Position: Children at St Mary's are delightful in their responsiveness to the Christian message. Children are all valued and individual differences are respected. The school has a fine reputation, and this reflects the way in which the children interpret the values that we teach and encourage. The values promoted at St Mary's are scripturally based and founded on the fruits of the Holy Spirit. These values are modelled throughout daily school life.

Targets:

- For children to understand the values of St Mary's School and incorporate them into their daily lives.
- For children to have a knowledge of the traditional prayers and learn the responses and understand the importance of these to our faith
- To continue to increase each child's understanding of what pastoral care means; and to enable them to demonstrate caring for others in a variety of situations.

Assessment Tools: Religious Education programme. Teacher selects, children respond, teacher collates, teacher feedback, children reflect. Formal & informal observation of children. Health & PE programme.

Action Plan:

Set targets to reflect the analysis of need from 2022	Term 4 2022	DRS Principal Teachers	
Teaching programmes implemented.	Term 1 – 4 2023	Teachers	Budget allocation
Focused teaching & learning experiences.	Term 1 2023	DRS Principal Teachers	-Weekly Staff mtgs around prayer -Budget allocation
School wide analysis.	Term 4 – Analyse Report Nov/Dec	DRS Teachers	Budget allocation
Report on progress towards achieving target	BOT Term 4 Community T4 MOE – 2024	Principal DRS	

REVIEW

Religious Education continues to be the highest priority of our teaching day and is practiced throughout the delivery of the curriculum.

The new Religious Education document – (Yr 1 & 2) has been introduced into our school at the beginning of 2023. Staff have had PLD in this area but not until Term 3. We have also benefited from having the REA visit our school to assist with lesson planning and long-term planning. Religious Education is planned as a separate subject but is also integrated throughout other curriculum areas where possible - eg – Drama,

Music, English, Maori, Art. Teachers have recognised the value of the new programme content and are enthusiastic about learning how to deliver it effectively.

Our RE programme and emphasis on Catholic school values encourages the children of St Mary's to be quiet, respectful, and passionate learners who understand, recognise, and affirm learning throughout their daily interaction with others.

The children are considerate, and honest. We continue to receive feedback from visiting professionals who are impressed with the general behaviour of the children. The children think of others and pray for others.

This is encouraged by our school values being linked to the Maori key competencies (as outlined in the Tataiako and Ka Hikitia Document) and the Gospel values. Children are awarded weekly awards for showing this in their day-to-day interactions. Our children at St Mary's school are cognizant of our school values and can articulate them. They work hard throughout the day to live by these values.

Religious Education is led by the DRS with the support of the REA to make the transition to the new Curriculum proceed as smoothly as possible. There will be excellent supporting resources available.

The DRS prepares Liturgies and Masses, and the children take part in these celebrations. The children are aware of the responses and traditions. School Masses are run on a fortnightly basis. Close collaboration with our Parish Priest will ensure a better link and better communication between school and parish.

We offer the Sacraments of Baptism, Reconciliation, Confirmation and First Communion to the children. We have had various School Family Masses and Liturgies during the year. Liturgies and Masses weekly/ fortnightly have become a focal point over the past few years.

Assemblies are structured and are based on the children's learning within the RE programme or based on world/Church events. Parental support for these weekly assemblies has improved considerably and children are becoming more aware of the importance of prayer in all areas of school family life.

Parents, children, and staff been given the opportunity to take part in a survey on Religious Education at St Mary's. This has been analysed and offered to the Community and incorporates recommendations for the future.

Reporting

ACTUAL OUTCOMES

Room Taonga (Junior)	1 -	1	1 +
For children to understand the values of St Mary's School and their links to the Gospel, incorporating them into their daily lives.	6	4	4
For children to have a knowledge of the traditional prayers and learn the responses and understand the importance of these to our faith.	6	4	4
To continue to increase each child's understanding of what pastoral care means; and to enable them to demonstrate caring for others in a variety of situations.	6	4	4

Room Aroha (Middle)			
For children to understand the values of St Mary's School and their links to the Gospel, incorporating them into their daily lives.	2	6	2
For children to have a knowledge of the traditional prayers and learn the responses and understand the importance of these to our faith.		8	
To continue to increase each child's understanding of what pastoral care means; and to enable them to demonstrate caring for others in a variety of situations.		10	

Room Mana (Seniors)			
For children to understand the values of St Mary's School and their links to the Gospel, incorporating them into their daily lives.	2	10	2
For children to have a knowledge of the traditional prayers and learn the responses and understand the importance of these to our faith.		14	
Children actively demonstrate pastoral care means in a variety of situations, including young Vinnie's.		10	4

Variance:

- Students new to a catholic school have missed prior teaching and have little knowledge of the Catholic Christian message.
- Some concepts are difficult for some children to understand especially with composite classes learning from alternative years.
- Children with special needs have difficulty understanding deeper meaningful concepts.
- Some children display values sometimes and are working towards displaying them all the time.
- Those children who are above, are outstanding in their understanding and care of others - illustrating the school values.

Future Directions:

- Continue to focus on values and link them back to St Dominic - addition of 4 Pillars – Dominican Values.
- Te Reo Maori prayers for classes- use in Mass.
- Fortnightly Mass and possible Priest Visit each Wednesday.
- More PLD in 2024 around new curriculum.



Annual Variance

**Digital
Technology**



STUDENT ACHIEVEMENT TARGET & ACTION PLAN 2023

Digital Technology

Strategic Goal:

Students will develop an understanding of computer science principles that underlie all digital technologies. They'll learn core programming concepts so that they can become creators of digital technology, not just users. Students will learn how to design quality, fit-for-purpose digital solutions.

Annual Goal:

- 4.1 – Equitable access to reliable technologies and infrastructure that meet all needs is sustained across an online environment.
4.2 – Digital technologies are aligned with curriculum needs.
4.3 – Professional learning is reviewed and ways explored to enhance evidence based learning, including digital literacy and using appropriate digital technologies.
4.4 – Learning activities integrate digital technologies appropriately to develop digital literacy and support authentic, collaborative learning
4.5 – Community is engaged through appropriate digital technologies.

Historical Position: We joined the Digital Technologies project in 2020. Teachers' have incorporated Inquiry Learning with Digital Technology outcomes, authentic learning into their programmes. We have 60 chrome books and have replaced ? i-pads so that we have a total of 40 i-pads for classroom use. Teachers have been up-skilled in the use of Active Board Technology. Students & Teachers are up-skilled on new apps learnt through Learner Lead Days. We have purchased 4 TV's to replace the 4 active boards.

Assessment Tools:

Samples of work – criteria based assessment

Action Plan:

Our learners will be confident creators and users of Digital Technology who will be positive citizens that contribute and collaborate in an authentic and meaningful way.

Table with 4 columns: What will the School do to meet the target?, When will it be done by?, Who is involved/responsible?, What resources will be allocated to meet targets? Rows include: Set targets to reflect the analysis of need from 2022, PD for staff – Active boards, Google docs, apps, Digital Technology, Focused teaching & learning experiences, Teaching programmes implemented, School wide analysis, Report on progress towards achieving target.

REVIEW

Our school has been part of the Future Focused Learning Project that provides professional development to teachers and students by running Leader and Learner Days showing how teachers can implement Digi Tech strategies and apps throughout the curriculum and students can use a variety of apps to show their understanding of topics. Our school has successfully implemented the following apps - scratch, stop motion, kleki, canva, Google Suite, iMovie, Book Creator, Scratch Jr, drawing pad, photography and videoing. Our staff and students are becoming more and more confident in teaching and showing work through the digital world and are therefore preparing our children to be 21st Century learners.

Room 1

To share images or video from tablets (e.g. to Seesaw)
To become familiar with a range of Apps- these include Scratch Jr, Stop Motion, Book Creator, Drawing Pad.

Table with 4 columns: Year 1, 1-, 1, 1+. Row 1: 7, 5

Room 2 - Using basic skills on Chromebooks such as- Logins, Google applications (Docs, Slides) and representing work through various applications such as book creator, scratch and other apps.

Table with 4 columns: 1-, 1, 1+. Row 1: 2, 8, 3

Room 4 – To use Device Management: Reinforcing basics, bookmarks, extensions, shortcuts, uploading images or files to Drive, accessing files from Drive, greater sharing options.

To regularly use digital tools to demonstrate their understanding, reflect independently and share their learning.

Table with 4 columns: 3-, 3, 3+. Row 1: 7, 7

Variance:

- Materials can be hard to source.
Time to engage in the making process (the design is easier to accomplish)
Teacher knowledge
Planning units - technology is often left until the end and teachers run out of time to complete technology aspects at times with many classroom interruptions but Digi Tech has made this easier to achieve.

Future Directions

- PD around making process (e.g. sewing, building etc).
PD to implement digital technology document.
More materials to work from -> allocating funding towards buying a range of materials
Whole school planning of units to enhance ideas and a variety of ways of teaching Concepts.
Teachers to source background reading/Google to assist with development of personal knowledge
Observations within and out of school
Technology units to include - examine practice of others, undertake own, develop knowledge and understandings of how things work, critique impact of technology on societies and the environment, create solutions and learn about digital technologies.

Statutory Requirements

The Board of Trustees will:

- Recognize the right of the Proprietor to supervise the maintenance and preservation of the special character of St Mary's Catholic School provided in the Private School Conditional Integration Act 1975 and the Integration Agreement for the school.
- Ensure the annual accounts are prepared and audited as required by the Public Finance Act 1989 and the Education Act 1989 as amended.

Prepared, discussed and created by St Mary's Catholic School Board of Trustees and its Principal.

Board Chair: _____

Date: _____



