

St Mary's Catholic School, Papakura

Analysis of Variance Report for 2020



MISSION - *Together We Learn, We Pray, We Serve - Me Whakakotahi, Kia Maarama, Kia Pono, Ki Te Karakia*

VISION - Developing confident, connected, actively involved, lifelong learners, living in relationship with Christ.

VALUES - As a Catholic school, everything we do will be characterised by the Gospel Values of Our Lord Jesus Christ, with a particular focus on our the values of respect, care and responsibility (The St Mary's Way).

OUR TWIN PILLARS - Catholic Special Character and Student Achievement.

OUR FOCUS AREAS - Faith Development, Learning & Teaching, Future Focus, Staff Capability, Learning Environment, Community.

Provision for cultural diversity and recognition of the unique position of Maori - We will develop and implement policies and practices that reflect New Zealand's cultural diversity and the unique position of Maori. The school supports parents requesting instruction in Tikanga and Te Reo Maori for their children, to the extent that existing school staff capabilities and classroom arrangements permit.

STRATEGIC OBJECTIVES: 2020 - 2022

Nurturing Our Students' Personal Relationship with Christ
Delivering a Broader Curriculum
Development of the School Site

Raising Student Achievement
Encouraging Staff Growth & Development
Building Our Cultural Connections

2020 Annual Plan - Variance Report

| Item | Desired Outcome | Actual Outcome | Comment/ Future Actions |
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| Nurturing Our Students' Personal Relationship with Christ | | | |
| Provide visual signs of our Catholic Character in school environment | There are visible Catholic signs and symbols evident in the school environment | Significantly achieved. 4 Prayer Gardens established. Administration Foyer reflects Catholic character through multicultural Catholic displays Hall Foyer and entrance reflects Catholic Character through multicultural Catholic displays Each classroom displays school scripture and a clear prayer focus Stations of the Cross set up along school driveway entrance School patrons mural boards displayed along main driveway Gospel values displayed in mural on administration corridor wall | Further development planned within school grounds eg. patrons displays in hall - banners along ceiling |
| Support the faith formation of staff <ul style="list-style-type: none"> ● RE paper (2nd semester) ● New Teachers – Teachers New to Catholic Schools Course | Staff's faith is nourished and RE curriculum knowledge developed through the provision of targeted professional development | Teachers new to Catholic schools - completed RE Paper Second semester paper not completed due to pressures from COVID-19 school closures and deaths of 2 students | 2 papers planned for 2021 - TH501 (What Catholics Believe) in semester 1 and SC501 (Understanding the Old Testament) in semester 2 |
| Invite families of 5.2 – 5.4 students to enrol for the sacramental programme. | 5.2 - 5.4 preference students are offered opportunities to receive sacraments of initiation. | 5 students were baptised and confirmed in 2020 | To continue in 2021 |

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| Review school processes for informing parents/caregivers about RE programme delivery | Parents are informed about RE programme content and delivery. | This item was not achieved due to time constraints related to COVID-19 school closure. | Planned for 2021 school year eg Prayer Packs for each family; parent meeting to discuss RE delivery |
| Catholic Special Character Annual Self-Review - Dimension 3 – Christian Witness | The school's Catholic Special Character will be reviewed and reported on to the Bishop. | Due to the impact of COVID-19, only Part B of the Report required by the Bishop for 2020. This has been completed and submitted by the deadline. Parts A,C,D are required by the end of Term 2 2021. | The review will be completed and submitted to the Bishop by the end of Term 2, 2021 |
| Raising Student Achievement | | | |
| Reading Targets - % Students at/above Curriculum Expectations (Targets set on the basis of 2019 EOY data) | Maori - 90% at/above CE, from 92% in 2019 Pasifika - 90% at/above CE, from 84% in 2019 ALL - 90% at/above CE, from 89% in 2019 | Maori - 96% at/above CE Pasifika - 83% at/above CE ALL - 87% at/above CE | Proposed Reading Targets Maori - 95% at/above CE from 96% in 2020 Pasifika - 85% at/above CE from 83% in 2020 ALL - 90% at/above CE from 87% in 2020 |
| Writing Targets - % Students at/above Curriculum Expectations (Targets set on the basis of 2019 EOY data) | Maori - 90% at/above CE, from 88% in 2019 Pasifika - 80% at/above CE, from 72% in 2019 ALL - 85% at/above CE, from 78% in 2019 | Maori - 94% at/above CE Pasifika - 76% at/above CE ALL - 81% at/above CE | Proposed Writing Targets Maori - 95% at/above CE from 94% in 2020 Pasifika - 80% at/above CE from 76% in 2020 ALL - 85% at/above CE from 81% in 2020 |
| Mathematics Targets - % Students at/above Curriculum Expectations (Targets set on the basis of 2019 | Maori - 90% at/above CE, from 88% in 2019 | Maori - 85% at/above CE | Proposed Maths Targets Maori - 90% at/above CE from 85% in 2020 |

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| EOY data) | <p>Pasifika - 80% at/above CE, from 76% in 2019</p> <p>ALL - 90% at/above CE, from 84% in 2019</p> | <p>Pasifika - 78% at/above CE</p> <p>ALL - 84% at/above CE</p> | <p>Pasifika - 80% at/above CE from 78% in 2020</p> <p>ALL - 90% at/above CE from 84% in 2020 DMIC Maths PLD scheduled to begin in 2020</p> |
| Education Review Office external review scheduled in 2020 | The school receives external feedback on its current provision and future direction | <p>Due to COVID-19 restrictions, the ERO Office did not conduct our review.</p> <p>Principal and Board Chair interviewed about impact and actions during COVID lockdown.</p> | Awaiting notice of another review schedule. Internal review to continue. |
| <p>Implement new 4 teaching team structure</p> <ul style="list-style-type: none"> ● Bethlehem (Yr1 & 2) ● Nazareth (Yr 3 & 4) ● Jerusalem (Yr 5 & 6) ● Emmaus (Yr 7 & 8) | The school delivers the curriculum through its four new teams. Teachers work collaboratively to raise student achievement in a manner consistent with the school's Catholic Special Character. | Four teams now well established and functioning with ILE pedagogy and teacher collaboration in place. High expectations of team collaboration from leadership, based on Catholic/ Gospel values and expectations. | Due to roll drop and high numbers in the Year 5&6 team, with very low numbers in the Year 7&8 team, the team structure will be reviewed after the 1 March Roll return. |
| Review staffing allocation – AP, 4 teams | The Board reviews the effectiveness of the new school structure and the impact on student achievement and school finances of maintaining a non-teaching Assistant Principal role. | AP role was not filled for 2020. Acting principal and acting DP managed the workload. | A teaching AP position will be considered after the 1 March Roll Return. This might be offered as a temporary role for 2021 until clarity around our roll has been established. |
| Delivering a Broader Curriculum | | | |
| Digital Technology Strand implementation | The school is ready to deliver the digital technology curriculum by 2020 | The school delivered the digital technology curriculum with a focus on Developing Digital Outcomes and computational Thinking strands | Item achieved. |

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| Additional curriculum focus reports – Science, Technology | The Board receive a broader range of feedback on delivery of the curriculum. | The board received curriculum reports in science, digital technology, maths and Physical Education/ Health Education. Formal reporting to parents included reporting student progress and achievement across the range of the curriculum. | We will continue to develop our reporting structure and format. Curriculum Reports will continue to be presented to the Board as part of the Board Meeting agenda. |
| Review Physical Education curriculum delivery | The school gives a more balanced PE programme, more aligned to the curriculum demands than is possible | The parent community were surveyed for feedback on the delivery and content of our Physical and Health Education programme. P.E/ Health has been timetabled and teachers are expected to teach the curriculum covering achievement objectives in the NZC, as integrated with our local concept-based curriculum. In order to support staff capability, community/local agency support has been engaged to delivery P.E skills programmes to students. | This item will continue to be monitored through 2021 and reviewed annually, with a report delivered to the board. |
| Ensure sports programme alignment with interschool programmes | There is a logical progression in sports programme – School Events, North Counties, Zone, Auckland Champs for major school events | Our Sports programme has been aligned with the North Counties, Zone, Auckland Champssports calendar, to enable better participation of our students. | This item is achieved and will be reviewed annually for its effectiveness |
| Encouraging Staff Growth & Development | | | |
| Building our staff culture after generational change | The school staff develop a cohesive feel, a shared understanding of the charism, ethos and values of the | 2020 presented many opportunities to test our staff resilience and bonds as a team eg. the death of two | A focus on wellbeing will continue and leadership will continue to prioritise connectivity and collaboration between |

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| | <p>school, its parish and community relationships and our commitment to the twin pillars of Catholic Special Character and student achievement.</p> | <p>students and the impact of lockdown Staff bonds are strong, with an effective level of unity and collaboration which is largely underpinned by our shared faith and Catholic character. The board has supported this through special resourcing to support staff wellbeing</p> | <p>staff.</p> |
| <p>Leadership training –Principal, SMT, Team Leaders</p> | <p>Leadership capability is enhanced through targeted professional development.</p> | <p>Acting principal supported via the Ministry of Education, Beginning Principals professional development - 2 yr programme (Evaluation Associates). Acting DP supported by Acting Principal and Appraisal programme. Board provided high level support for the leadership team. Principals of Kahui Ako (SACSC/KA) provided invaluable support for acting principal. Both acting principal and acting DP now appointed permanently into these roles.</p> | <p>These support structures will continue into 2021. Further networking through professional groups will be pursued.</p> |
| <p>Digital Technology strand delivery</p> | <p>Staff are supported to deliver the digital technology strand of the Technology curriculum in 2020. The school's curriculum includes provision for delivery of the DT Strand.</p> | <p>Teachers have participated and engaged well in PLD provided through the Kahui Ako and the Ministry provision. Our Digital Technology curriculum provision is established and consistently reviewed for impact. The board has budgeted to support this development.</p> | <p>We will continue to develop staff capability and resourcing in this curriculum area. We will further develop the integration of this curriculum area into our local curriculum delivery and we will continue to track the coverage of the Progress outcomes for each year level.</p> |
| <p>Collaborative teaching practice and effective teams</p> | <p>Teachers are supported in developing their skills in working</p> | <p>Leadership continued to support staff to develop collaborative</p> | <p>Leadership will continue to monitor and review collaborative practices to ensure</p> |

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| | collaboratively in support of the students in their Teams. | practices in teams. Teams are now beginning to consolidate their planning, delivery and assessment practices in a much more collaborative way. | consolidation |
| Development of the School Site | | | |
| Room 15 – 19 ILE Development – Diocesan approval, consents, fundraising, contract management, implementation. | The Board obtains approval to develop ILE spaces in Room 15 - 19 on the basis of architectural drawings and costings. Building work under way in 2020. | Approval obtained from Diocese at school's cost. Architectural drawings updated. Due to the impact of COVID-19, the board was unable to start the next phase of the project. Availability of funds was impacted by the cancellation of our school gaga day, due to COVID-19 restrictions and lockdowns. | Building work now planned for the end of 2022/ beginning of 2023. |
| Review Master Plan – Develop next stages | The school's plans for long term site development reflect the Board's vision for the school | Many items on the master plan were completed/ actioned in 2020. Review did not take place. | Master Plan to be reviewed in 2021 and timeline goals set for further actions |
| Building Our Cultural Connections | | | |
| BOT/Staff Treaty training | Staff and BOT are aware of their Treaty obligations | Treaty Training delivered to staff and board. | BoT training opportunities to be sought for 2021 |
| Making Pacific cultures more visibly present in environment | Visible signs and symbols of Pacific cultures are evident in the school, creating a more welcoming environment for Pacific students and their families. | This item was not fully achieved in 2020. Inquiries made, but still much work to be done. | This is a focus for 2021 |
| Establish and support Pasifika liaison group | A forum for communication with our Pacific Island families is in place and operating. | Connections with our Pasifika community are improving through support from our KiwiCan team, | This is still a huge focus for 2021. Talanoa Ako to be established during 2021. Funding sought from Ministry of Education |

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| Yr 2 (29) | 100% | 72% | 86% | 100% | 82% | 96% | 100% | 97% | 86% |
| Yr 3 (39) | 100% | 84% | 88% | 93% | 72% | 74% | 98% | 74% | 90% |
| Yr 4 (45) | 95% | 96% | 96% | 85% | 90% | 86% | 93% | 77% | 91% |
| Yr 5 (39) | 97% | 83% | 75% | 84% | 58% | 64% | 100% | 71% | 74% |
| Yr 6 (37) | 81% | 97% | 89% | 66% | 73% | 84% | 64% | 84% | 89% |
| Yr 7 (21) | 88% | 63% | 62% | 63% | 68% | 62% | 56% | 54% | 48% |
| Yr 8 (14) | 66% | 88% | 78% | 58% | 69% | 57% | 43% | 69% | 64% |
| Maori (49) | 95% | 96% | 96% | 88% | 84% | 94% | 97% | 86% | 85% |
| Pasifika (74) | 87% | 85% | 83% | 81% | 73% | 76% | 78% | 67% | 78% |
| Asian (62) | 94% | 81% | 84% | 84% | 78% | 79% | 90% | 83% | 85% |
| European/Pakeha (56) | 95% | 91% | 90% | 87% | 78% | 84% | 86% | 83% | 89% |
| Other ethnicities (26) | 93% | 80% | 80% | 68% | 71% | 72% | 75% | 85% | 85% |
| Male (131) | 92% | 87% | 86% | 82% | 71% | 75% | 88% | 81% | 86% |
| Female (136) | 93% | 87% | 88% | 84% | 82% | 87% | 82% | 77% | 82% |
| ALL (258 Mid) (267 End) | 93% | 87% | 87% | 83% | 77% | 81% | 85% | 79% | 84% |
| Annual Plan Targets (ALL) | 85% | 90% | 90% | 80% | 85% | 85% | 80% | 90% | 90% |