

St. Mary's Catholic School, Papakura

Analysis of Variance Report for 2019



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 fostering the three core values of respect, care and responsibility.

OUR TWIN PILLARS - Catholic Special Character and Student Achievement.

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

STRATEGIC OBJECTIVES: 2019 - 2021

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

2019 Annual Plan - Variance Report

Item	Desired Outcome	Actual Outcome	Comment/Future Actions
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	We have not progressed this yet.	To be carried over to 2020 plan.
Support the faith formation of staff All teachers - RE Paper - Spirituality for Teachers All teachers - Two Wise Men Course (July) Targeted Teachers - "Having Life to the Full" course.	Staff's faith is nourished and RE curriculum knowledge developed through the provision of targeted professional development.	14 teachers completed the "Spirituality for Teachers" paper in the first half of the year, with all teachers passing the paper. 15 teachers attended the "Two Wise Men" course.	DRS has asked for a staff retreat at the beginning of 2020. This will allow the existing and new to develop collegiality and shared understanding of and commitment to the School's Catholic Special Character.
Invite families of 5.3 & 5.4 students to enroll for sacramental programmes.	5.3 - 5.5 preference students are offered opportunities to join the church	Five students in this grouping were baptised in September.	There was some concern expressed about this being held in school time and involving so many of the students. This needs to be reviewed for subsequent baptisms.
St Mary's Way - Review PB4L through a CC lens	The school's PB4L programme operates in a way that reflects Gospel values.	The St Mary's Way team reviewed the school's PB4L processes in the light of our school values.	There is more work to do here.
Recommend four Bishop's reps to Bishop	The Bishop is fully represented on the 2019 - 2022 Board of Trustees.	Four new appointees took up roles as Proprietor reps in June, giving the	Item completed. No further action required.

Pat for BOT election.		Bishop the required level of representation on the Board.	
Review transport provision for Team Masses	Teams are able to attend Masses at the parish church on a regular basis.	The school now buses students to these Masses in term Two and Three and walks to the Church in Term One and Term Four. The Board funds this transport.	Item completed. Now an operational matter for management.
RE briefing for new families	New families are well informed about the RE programme and its important place in the school curriculum.		Our 2019 self-review suggests that the school needs to improve how it informs parents about our RE programme.
Promote use of prayer bags	Families are supported in the development of family prayer practices.	Prayer bags have been refurbished or replaced and regular use has been emphasised with teaching staff.	Item completed. Now an operational matter for management.
Carry out annual self - review in relation to one aspect of school's Catholic Special Character - Dimension 2- Growth in Knowledge	The school's Catholic Special Character will be reviewed and reported on to the Bishop.	Self-review has been carried out and recommendations added to the 2020 annual plan. The report will be submitted to the Bishop after the Board's November meeting.	Next review will focus on Dimension 3- Christian Witness
Raising Student Achievement			
Reading Targets - % Students at/above Curriculum Expectations (Targets set on the basis of 2018 EOY data)	Maori - 85% at/above CE, from 79% in 2018 Pasifika - 80% at/above CE, from 70% in 2018 Year 2 - 80% at/above CE, from	Maori - 92% at/above CE, from 79% in 2018 Pasifika - 84% at/above CE, from 70% in 2018 Year 2 - 95% at/above CE, from 63%	Proposed 2020 Reading Targets Maori – 90% at/above (92% in 2019) Pasifika – 90% at/above (84% in 2019) ALL – 90% at/above (89% in 2019)

	63% in 2018 Year 8 - 75% at/above CE, from 64% in 2018 ALL - 85% at/above CE, from 78% in 2018	in 2018 Year 8 - 77% at/above CE, from 64% in 2018 ALL - 89% at/above CE, from 78% in 2018	
Writing Targets - % Students at/above Curriculum Expectations (Targets set on the basis of 2018 EOY data)	Maori - 85% at/above CE, from 84% in 2018 Pasifika - 75% at/above CE, from 54% in 2018 Year 2 - 80% at/above CE, from 68% in 2018 Year 7 - 80% at/above CE, from 63% in 2018 Year 8 - 75% at/above CE, from 59% in 2018 ALL - 80% at/above CE, from 74% in 2018	Maori - 88% at/above CE, from 84% in 2018 Pasifika - 72% at/above CE, from 54% in 2018 Year 2 - 80% at/above CE, from 68% in 2018 Year 7 - 60% at/above CE, from 63% in 2018 Year 8 - 43% at/above CE, from 59% in 2018 ALL - 78% at/above CE, from 74% in 2018	Proposed 2020 Writing Targets Maori – 90% at/above (88% in 2019) Pasifika – 80% at/above (72% in 2019) ALL – 85% at/above (78% in 2019)
Mathematics Targets - % Students at/above Curriculum Expectations (Targets set on the basis of 2018 EOY data)	Maori - 85% at/above CE, from 77% in 2018 Pasifika - 80% at/above CE, from 63% in 2018 Year 3 - 80% at/above CE, from 67% in 2018 Year 8 - 75% at/above CE, from 59% in 2018 ALL - 80% at/above CE, from	Maori - 88% at/above CE, from 77% in 2018 Pasifika - 76% at/above CE, from 63% in 2018 Year 3 - 95% at/above CE, from 67% in 2018 Year 8 - 38% at/above CE, from 59% in 2018 ALL - 84% at/above CE, from 75% in	Proposed 2020 Mathematics Targets Maori – 90% at/above (88% in 2019) Pasifika – 80% at/above (76% in 2019) ALL – 90% at/above 84% in 2019)

	75% in 2018	2018	
<p>Pasifika Student Achievement</p> <p>All staff identify Pasifika students below/well below expectation. Establish as target students.</p>	<p>Priority learners make accelerated progress in relation to CE and own learning goals. (See above for Pasifika Shift Targets)</p>	<p>See above for feedback in relation to Pasifika student achievement.</p>	<p>Targets for 2020 include provision for Pasifika achievement.</p>
<p>ERO - Education Review Office External Review scheduled (Term 3 or 4)</p>	<p>The school receives external feedback on its current provision and future direction</p>	<p>Deferred until 2020</p>	<p>ERO expected in Term 1 or 2 2020</p>
<p>Improving Pasifika student attendance & engagement through close tracking and active engagement with families</p>	<p>Pasifika Student attendance is improved</p>		
<p>Supporting Pasifika Student Achievement (See Tapasa under Staff Growth & Development Goals)</p>	<p>Teachers develop enhanced capability to cater for Pasifika students.</p>	<p>Teachers have worked all year in two inquiry groups, with a focus on effective provision for and engagement with Pasifika students and their families.</p> <p>The SACS COL established an engagement strand to their achievement challenges, The school's</p>	<p>2020 plan now includes provision for a Within School COL role to be allocated against this target.</p>

		two Within Schools COL teachers have been supported by one of the Across Schools COL teachers to lead these inquiries.	
Developing school use of new Student Management System (e-Tap)	Staff develop capability in use of e-Tap for administration, planning, analysis and reporting student learning	All staff received initial training in use of e-tap for planning, reporting and marking of their class attendance. Office staff received training in administrative processes. The DP and AP worked with e-tap to develop a new system for reporting student achievement to parents and to report aggregated student achievement information to the Board. E-tap is now well in place and working well.	Item completed. Now an operational matter for management.

Supporting Data Table - Students At/Above Curriculum Expectation (by %)			
	Reading	Writing	Mathematics
Yr0/1	100%	100%	100%
Yr 2	95%	80%	87%
Yr 3	100%	95%	95%
Yr 4	85%	74%	95%
Yr 5	86%	71%	92%
Yr 6	81%	69%	65%
Yr 7	80%	60%	54%
Yr 8	77%	43%	38%

ALL STUDENTS	89%	78%	84%
Maori	92%	88%	88%
Pasifika	84%	72%	76%
Asian	88%	79%	90%
NZ European	96%	84%	88%
Other	90%	63%	73%

Delivering a Broader Curriculum

<p>Digital Technology Strand Curriculum implementation</p>	<p>The school is ready to deliver the digital technology curriculum by 2020</p>	<p>Staff have carried out an extensive range of in-house professional development (PD), PD provided through our COL and worked with an outside facilitator, funded by the COL, to develop our curriculum implementation plans.</p> <p>The school has established a STEAM room to support the delivery of the curriculum. Technology equipment in support of the curriculum has been purchased and is available for use in the STEAM room.</p>	<p>2020 plan provides for use of one Within School COL teacher position to support teachers in delivery of DT strand. Continue to provide resourcing in support of STEAM Room infrastructure.</p>
<p>Strengthen PE/Sports</p>	<p>Students have access to a greater</p>	<p>Students in Year 3 – 6 were provided</p>	<p>Item completed. Now an operational matter for</p>

<p>provision (a) Swimming/Aquatics (b) Counties Manukau Sport programme</p>	<p>range and frequency of physical education and sport in the school curriculum</p>	<p>five one hour aquatics lessons via Swimsafe, with lessons delivered at Massey Park Pools.</p> <p>Counties Manukau Sport delivered weekly lessons at Years 1 – 5 in a range of sports.</p>	<p>management.</p> <p>2020 plan includes (a) review of PE programme and (b) streamlining of school and interschool sports programmes.</p>
<p>Greater emphasis on The Arts in our school curriculum</p>	<p>Students have regular opportunities for learning in and through the Arts</p>	<p>The whole school curriculum focus for Term 4 was in The Arts. Classes worked in a range of media, within the whole school concept of Tikanga. The unit of work finished with an art exhibition.</p>	<p>Item completed. Now an operational matter for management.</p>
<p>Review school’s processes for recognizing service, achievement and opportunities for leadership (Including review of end of year trophies)</p>	<p>The school’s Mission charism is seen in action through students taking on a range of leadership opportunities at several age levels. The school acknowledges and celebrates achievement, faith and service appropriately</p>	<p>A student council was re-established. Students in Year 6 – 8 were given the opportunity to apply for leadership roles in a range of service areas.</p>	<p>Item completed. Now an operational matter for management.</p>
<p>Encouraging Staff Growth & Development</p>			
<p>Digital Technology strand preparation and training</p>	<p>Staff are ready to implement the digital technology strand of the Technology curriculum in 2020. The school’s curriculum includes</p>	<p>Staff have carried out extensive work to familiarize themselves with DT strand. Have held workshops and introduced teaching possibilities.</p>	<p>2020 Plan makes further provision for support of staff in delivery of DT curriculum.</p>

	DT Strand.	Staff are developing on confidence but further work is required.	
Tapasā - Cultural Competencies for Teachers of Pacific Students training	Class teachers are supported in developing their ability to cater appropriately for Pasifika students in their teaching	Teachers have worked all year to develop capability and to ensure their teaching is supportive of Pasifika students' culture and identity.	This work is ongoing.
e-Tap training	Staff are able to make good use of the school's new SMS	Staff are confident users of the new SMS.	Item completed. Now an operational matter for management.
Collaborative teaching practice and effective teams (Jacque Allen)	Teachers are supported in developing their skills in working collaboratively in support of the students in their Teams.	Teachers worked with an outside facilitator on the development of collaborative practice. This began with a Teacher Only Day in January and then continued throughout the year.	Further work in relation to the development of collaborative practice can continue in-house, with support where necessary from the Across COL teachers in our COL.
Support Staff appraisal	Support staff receive feedback about their work performance	The Deputy Principal has carried out appraisals of our support staff in 2019.	Item completed. Now an operational matter for management.
Development of the School Site			
Master Plan - progress on identified priorities - (Some require Diocesan consents)	The school's plans for long term site development reflect the Board's vision for the school	The Board has provided new court markings, new playground equipment, installed a junior school sandpit and installed a new internal door between the ILE spaces in the main block.	Property committee are identifying next steps for inclusion in 2020 plan.
Modified ILE - Develop and submit drawings for	The Board obtains approval to develop ILE spaces in Room 15 -	The Board has had preliminary approval from the Diocese based on	Board are working with architect and Diocese to obtain approval, lodge applications and

modification to Diocese. Develop fundraising plan	19 on the basis of architectural drawings and costings	concept drawings. Full architectural drawings have been prepared and the Diocese is being approached for formal approval.	identify funding requirements. The Board expect to begin construction in 2020.
Building Our Cultural Connections			
BOT Treaty Workshop	BOT are aware of their Treaty responsibilities.	This workshop has not been delivered. The Diocese has been asked to include this in their BOT training for 2020.	This has been included in the 2020 plan.
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 has not happened yet but is included in the plans for the Term 4 Art focus.	This has been included in the 2020 plan.
Establish and support a Pasifika Liaison group	A forum for communication with our Pacific Island families is in place and operating.	We have not been successful yet in establishing this group. Changed circumstances for key members of the Pasifika community with close links to the school has made this challenging to achieve.	This has been kept in the 2020 plan.
Allocate one Within Schools Teaching role in support of Pasifika student achievement and family engagement	A staff member is given responsibility for supporting and strengthening engagement with the school's Pasifika community.	Our two Within Schools teachers led teacher inquiry groups. These focused on raising Pasifika achievement and enhancing engagement. Staff have been proactive in engaging with our	One Within School role to be allocated for this in 2020.

		Pacific families and working on raising Pasifika achievement (see above re student achievement).	
School Self Review			
CC Self-review focus - Dimension2 - Growth in Knowledge	The school receives feedback on its provision for Religious Education	The review was carried out and found that the school is doing a very good job in relation to this dimension. Areas for development have been included in the 2020- 2022 Strategic Plan and a copy sent to the Auckland Diocese.	Areas for development have been included in the 2020 - 2022 Strategic Plan.
St Mary's Way (PB4L) programme review	Review ensures the school implements positive and consistent strategies for managing behaviour consistent with school's Special Catholic Character	The St Mary's Way team reviewed processes against school values. The review found the St Mary's Way programme is reflective of school values and supports children in developing positive behaviour. There is a small group of children who are resistant to changing behaviour and this group's needs require further attention.	This work will continue on 2020.
ERO External Education Review	The school receives external feedback on the quality of school operations	Not held – held over until 2020.	Term 1 or 2. Probably Term 1.
Policy & Procedure Review	Regular review of school policies and procedures takes place	The Board have viewed a full schedule of all school policies and	Schedule to be developed for 2020 – 2022. This has been included in the 2020 Work Plan.

Child Protection Anti-bullying Sunsmart Health & Safety Finance & Property		procedures. They have asked for a review schedule to be put in place to review all policies and procedures within the next three years.	
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