



St Joseph's Catholic School (1951)  
Normanby Road, Paeroa

## Analysis of Variance of the 2022 Annual Plan

# ANNUAL PLAN 2022

## Annual Objectives and Aims:

- To show our faith in action
- To reimagine a responsive curriculum where every person can see themselves as active contributors within.
- To use strategies from Learner Agency effectively to improve teaching and accelerate learning in relation to the Curriculum Levels.

## GOAL 1: TO SHOW OUR FAITH IN ACTION

Who RACI	How	How will we know if it is successful	Status-traffic light Progress made, limited progress made, no progress made or action required
<p><b>Responsible:</b> Principal, Teachers</p> <p><b>Accountable:</b> Principal, Teachers, Students, Families, Parish, BOT</p> <p><b>Consult:</b> Teachers, Families</p> <p><b>Inform:</b> BOT, Diocese, Parish Council, Families</p>	<p>Enhancing Prayer life and charism</p>	<p>Through enhancing prayer life and charism:</p> <ul style="list-style-type: none"> <li>• Developing sacredness around prayer.</li> <li>• Regular, timetabled meditation</li> <li>• Imbed bicultural elements – Māori spirituality, customs, language, karakia – which are part of the daily life of the school.</li> <li>• Children and teachers able to recall patronage of the school – St Joseph, Josephite Charism, house patrons.</li> </ul>	<p>Continued development of prayer life in the school has included weekly liturgy on a Monday morning, breaking open the Gospel, sharing classroom prayer leadership, special liturgies marking significant feasts, development of school prayer.</p> <p>Developing sacredness around prayer – praying in different ways and modelling reverence, music and image selection to enhance sacredness, body language.</p> <p>Learning new himene and continuing to build this repertoire, beginning to learn parts of the Mass in Maori, sign of the cross and beginning to learn Awe Mere (Hail Mary) in Maori.</p> <p>Using St Mary of the Cross MacKillop’s words in our school prayer: “Never see a need without doing something about it”. These words underpin all that happens at our school and ensure the Josephite Charism is strongly represented and reflected at our school.</p>

## GOAL 1: TO SHOW OUR FAITH IN ACTION (cont)

Who RACI	How	How will we know if it is successful	Status-traffic light Progress made, limited progress made, no progress made or action required
<b>Responsible:</b> Principal, Teachers <b>Accountable:</b> Principal, Teachers, Students, Families, Parish, BOT <b>Consult:</b> Teachers, Families, Parish <b>Inform:</b> BOT, Diocese, Parish, Families	Companioning	Companioning: <ul style="list-style-type: none"> <li>• Use “Together on the Journey” as document for self review</li> <li>• Developing relationship with parish pastoral assistant</li> <li>• Reestablished Young Vinnies group to be linked closely with local St Vincent de Paul group</li> <li>• Full participation and school visibility at community events including ANZAC day services and Parish/diocesan functions.</li> </ul>	<p>Parish pastoral assistant and Parish Priest are strong supporters of our school and there is a strong partnership between the school and these key people in our community.</p> <p>Young Vinnies is still at the beginning stages. The Student Council played a key role in various initiatives in our school including Special Character – eg MND awareness, Pink Shirt Day.</p> <p>2022 was heavily impacted by Covid-19 and so many of these events did not occur during the year. The school was well represented when this was allowed as restrictions changed.</p>
	Strengthening Parish/School partnerships	Through strengthening Parish/School partnerships: <ul style="list-style-type: none"> <li>• Encourage children and families to come to school Mass on a Sunday</li> <li>• Sacramental programme supported by the school</li> <li>• Regular attendance at week day Mass by children</li> <li>• Regular sharing of school news to the parish and regular sharing of parish news to the school.</li> <li>• Invitations to the parish community for school events</li> </ul>	<p>School Masses on a Sunday have moved to follow significant days during the Church’s year. This has seen more families coming to Mass, even on a Saturday night.</p> <p>Frequent meetings between principal and catechist means open communication and strong partnership in terms of Sacramental Programmes.</p> <p>There is a class attending Mass every week.</p> <p>Copies of the school newsletter are provided to the parish and are available in the parish foyer each week. Events of significance are announced at Sunday Mass by principal.</p> <p>Inviting parish to events has been made difficult by Covid-19 in 2022. Establishment of Prayer Partners has been a positive way of linking the parish and school despite restrictions.</p>

## GOAL 1: TO SHOW OUR FAITH IN ACTION (cont)

Who RACI	How	How will we know if it is successful	Status-traffic light Progress made, limited progress made, no progress made or action required
<p><b>Responsible:</b> Principal, Teachers</p> <p><b>Accountable:</b> Principal, Teachers, Students, Families, Parish, BOT</p> <p><b>Consult:</b> Teachers, Families, Parish</p> <p><b>Inform:</b> BOT, Diocese, Parish, Families</p>	Self Review and Professional learning development	Through self review and professional development: <ul style="list-style-type: none"> <li>• Develop a system to gather supporting evidence in reviewing the four dimensions:                             <ol style="list-style-type: none"> <li>1. Encounter with Christ,</li> <li>2. Growth in knowledge,</li> <li>3. Christian witness,</li> <li>4. Safeguarding and strengthening</li> </ol> </li> <li>• Individualised plans to support staff development in teaching and learning in RE and in faith formation.</li> </ul>	<p>Strong self review processes in place at St Joseph's and the four dimensions are a part of this.</p> <p>Individualised plans to support staff development have been tricky to establish this year as we have had a new team on board whose priority needed to be getting to know the children and the whanau first.</p>

## GOAL 2: To reimagine a responsive curriculum where every person can see themselves as active contributors within.

Who RACI	How	How will we know if it is successful	Status-traffic light Progress made, limited progress made, no progress made or action required
<p><b>Responsible:</b> Principal, BOT, Teachers</p> <p><b>Accountable:</b> Principal, BOT, Teachers. Students</p> <p><b>Consult:</b> Teachers, Families, Parish, BOT</p> <p><b>Inform:</b> BOT, Parish, Families</p>	Community Voice	<p><b>2.1 Community Voice:</b></p> <ul style="list-style-type: none"> <li>• Consultation opportunities for learners, families, wider community and with staff – delivery options varied, face-to-face, written, online, individual, group.</li> <li>• Key question 1: What knowledge, skills and values are important for our children to have in order to be well prepared for the future?</li> <li>• Key question 2: What are the local places, people and stories our children need to know? What learning cannot be left up to chance?</li> </ul>	<p>Successful consultation resulting in full review of:</p> <ul style="list-style-type: none"> <li>• School Values – COMPASSION, INTEGRITY, KINDNESS</li> <li>• Learner Profile</li> <li>• School Vision</li> </ul> <p>We are yet to consult with the community on local contexts.</p>
	Learner Profile	<p><b>Learner Profile:</b></p> <ul style="list-style-type: none"> <li>• Full review of the Learner Profile.</li> <li>• Build Learner Profile that is reflective of learner, parent/whānau, iwi, staff and future-focused/research voices.</li> </ul>	Learner Profile has strong links to the whenua, the Church and the School Vision, “REALISING OUR PASSIONS – Did not our hearts burn within us?”
	Local Curriculum Development	<p><b>2.3 Local Curriculum Development:</b></p> <ul style="list-style-type: none"> <li>• Unpack common values and learning philosophies that drive learning in our school.</li> <li>• Develop rich learning experiences that are built on our values, mission, local context and graduate profile.</li> <li>• Develop a common ‘why’ to our collective ‘who’.</li> </ul>	<p>Agreed practices reached for teaching and learning and assessment.</p> <p>Learning is linked to our Vision and Learner Profile. Now developing ‘place’ learning (contexts).</p>
	Professional development	<p><b>Professional Development:</b></p> <p>Professional Learning Application to the MOE successful in 2021. A series of staff meetings and teacher only days to guide staff in bringing together gathered data and voice in developing the Local Curriculum.</p>	<p>Full outline to the localised curriculum development process can be found here: <a href="#">Whakararanga o matou korero</a></p>

**GOAL 3: To use strategies from Learner Agency effectively to improve teaching and accelerate learning in relation to the Curriculum Levels.**

Who RACI	How	How will we know if it is successful	Status-traffic light Progress made, limited progress made, no progress made or action required
<p><b>Responsible:</b> Principal, Teachers <b>Accountable:</b> Principal, BOT, Teachers, students <b>Consult:</b> Teachers, Families, students <b>Inform:</b> BOT, Families</p>	<p><b>Learners engaged with their own learning and progress</b></p>	<p><b>3.1 Learners engaged with their own learning and progress:</b></p> <ul style="list-style-type: none"> <li>All Year 2 and up students will be able to talk about what they are learning, why and their next steps in Reading, Writing and Mathematics.</li> <li>Establishment of Zones of Regulation in all classrooms.</li> </ul>	<p>Introduced Learning Progressions books for each child called “Learning Pathways”. At the moment the children are becoming more familiar with these books and locating themselves in them. While all children from Year 2 up will be able to identify themselves within the progressions, they are still learning their ‘why’ and how to use the Learning Pathways to identify their next steps with independence.</p>
	<p><b>At risk learners</b></p>	<p><b>3.2 At risk learners:</b></p> <ul style="list-style-type: none"> <li>Continuing use of learning progressions to track progress and achievement of all students.</li> <li>SENCo register fully implemented and identified students records updated twice a term.</li> <li>Whole school assessment data will also include progress made by each child whose learning and achievement needs acceleration in Reading, Writing and Mathematics.</li> </ul>	<p>Establishment of robust Learning Support Register to track target students.</p> <p>Full and robust termly analysis of student achievement with special focus on target students. Annual targets are reviewed termly to ensure their continued relevance. Evidence based decisions are made to ensure teaching/learning programmes are continuing to be effective for all learners and open professional dialogue in the staff.</p>

**GOAL 3: To use strategies from Learner Agency effectively to improve teaching and accelerate learning in relation to the Curriculum Levels.**

Who RACI	How	How will we know if it is successful	Status-traffic light Progress made, limited progress made, no progress made or action required
<p><b>Responsible:</b> Principal, BOT, Teachers</p> <p><b>Accountable:</b> Principal, BOT, Teachers. Students</p> <p><b>Consult:</b> Teachers, Families</p> <p><b>Inform:</b> BOT, Diocese, Families</p>	<p><b>3.3 Teachers pedagogical knowledge</b></p>	<p><b>3.3 Teachers pedagogical knowledge</b></p> <ul style="list-style-type: none"> <li>Teaching staff are developing a shared understanding of Learner Agency as part of local curriculum development</li> <li>Linked to the professional growth cycle</li> </ul>	<p>Professional growth cycle implemented this year: centred on target students.</p>
	<p><b>3.4 Practicing Learner Agency</b></p>	<p><b>3.4 Practicing Learner Agency:</b></p> <ul style="list-style-type: none"> <li>Sharing learning progressions with students</li> <li>Establishing digital portfolio system and opportunities for student reflection on their own learning</li> <li>Use of Daily 5, Daily 3 and Must do/Can do</li> <li>Establishment of Zones of Regulation in all classes.</li> </ul>	<p>Learning progressions are shared with all students.</p> <p>Educa has been established as a digital portfolio system. In 2022, this was an opportunity for staff and students to familiarise themselves with the platform.</p> <p>Zones introduced and referred to within each class. Currently teachers are introducing strategies for managing emotions – this is the next step.</p>
	<p><b>3.5 Professional development</b></p>	<p><b>3.5 Professional development:</b></p> <ul style="list-style-type: none"> <li>Agentic practice – Mary Anne Murphy</li> <li>Zones of Regulation – RTLB assist</li> <li>Assessment practices – Kahui Ako</li> </ul>	<p>Agentic practice has been part of our local curriculum development, particularly when looking at agreed practice.</p> <p>RTLB has been great at providing information and checking in with staff in terms of Zones. There is a need to deepen the emotional intelligence side of Zones as its been found to be quite surface level. The need in our school is such that our children need help to find and maintain a growth mindset and develop intrinsic motivation to learn. (PLD application for 2023).</p>

## ANNUAL TARGETS 2021: Reading

### Achievement in Reading:

NUMBERS	Boys Well Below	Girls Well Below	Boys Below	Girls Below	Boys At	Girls At	Boys Above	Girls Above	TOTAL
Year 0			1	1	2	1			5
Year 1					2	1		3	6
Year 2		1				3	1	1	6
Year 3					1	1	4	3	9
Year 4						1	1	2	4
Year 5		1			4	3	2	2	12
Year 6	1		1		2	1		1	6
Year 7						1		2	3
Year 8			1		3		2	3	9
<b>Total</b>	1	2	3	1	14	12	10	17	60
%	3.57	6.25	10.71	3.13	50.00	37.50	35.71	53.13	200.00
<b>Total %</b>	5.00		6.67		43.33		45.00		100.00

### Progress in Reading:

Expected progress is where children have progressed by one sublevel throughout the year; this means they have achieved an expected year's worth of learning within a year. Accelerated progress is where children have progressed by more than one sublevel meaning they have progressed more than what is expected in one year.

Most children have made expected or accelerated progress in Reading this year. About one third of all the children currently achieving ABOVE expectations have made accelerated progress and either moved from AT to ABOVE or edged further ahead in their cohort.

Over all one child has regressed in their learning, moving back by one sublevel. While this is defined as regression in learning, in this case the child's decoding ability is far higher than their comprehension ability and they are needing time at their current level to consolidate their use of comprehension skills. They are expected to continue to make solid progress in 2023 and beyond and are of no concern.

It's our children who are BELOW and WELL BELOW expectations that will need to make accelerated progress to enable them to be achieving where the curriculum expects them to be achieving. These children form our target groups for 2023.



## Reading Targets in 2022:

<p><b>Target 1:</b> Of the four children identified as WB curriculum expectations, all will have made accelerated progress and will be either B or meeting Reading expectations by the end of 2022.</p>	<p><b>This target has not been met.</b> Two of these children left our school at the beginning of Term 1. The two other children are achieving WELL BELOW at the moment. Both children have made expected progress for the year's worth of learning.</p>
<p><b>Target 2:</b> Of the nine boys identified as B curriculum expectations for Reading, all will have made accelerated progress and be meeting Reading expectations by the end of 2022.</p>	<p><b>This target has been met for six of these boys but not been met overall.</b> One of these boys left our school at the beginning of Term 1. Two of those boys are now achieving ABOVE, four of these boys are now achieving AT. Two boys are continuing to achieve BELOW and have made expected progress for the year's worth of learning.</p>
<p><b>Target 3:</b> Of the six girls identified as B curriculum expectations all will have made accelerated progress and be meeting Reading expectations by the end of 2022.</p>	<p><b>This target has been met.</b> Of the six girls, three of these girls left our school at the beginning of Term 1. One of these girls left our school in Term 2. The other two girls have made accelerated progress and are now achieving AT</p>

## EVIDENCE BASED DECISIONS

The challenge is to foster a love of reading, to create an environment where children are reading for enjoyment as well as reading across the curriculum for the purposes of their learning.

<p>Our teaching staff met and discussed the current Reading programmes, particularly what is going well at the moment and what we can try in 2023 to lift achievement and accelerate progress in Reading:</p> <ul style="list-style-type: none"> <li>- Sunshine Classics</li> <li>- Reading to, by, with</li> <li>- Deliberate choosing of readers that will interest them, making use of library</li> <li>- Reading Recovery - 0.2</li> <li>- Phonological Awareness and Phonics programmes continuing</li> <li>- Duffy Books</li> <li>- Use of audio stories - justbooksreadaloud, storynory, <a href="https://www.arakura.school.nz/sjlp/index.php">https://www.arakura.school.nz/sjlp/index.php</a></li> <li>- Making reading fun: Read-a-thon, Book Week</li> <li>- Reading Together programme - helps parents to know what to do to support reading at home</li> <li>- Buddy Reading opportunities</li> </ul>	<p><b>At risk Readers:</b></p> <ul style="list-style-type: none"> <li>- Continue reading recovery intervention for at risk lower levelled learners.</li> <li>- In class support (school funded teacher aide)</li> <li>- Tracking progress on Learning Support Register</li> </ul>	<p><b>Implications for the budget:</b></p> <ul style="list-style-type: none"> <li>- Teacher Aide support for at risk learners</li> <li>- ESOL funding applications</li> </ul>
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## ANNUAL TARGETS 2021: Writing

### Achievement in Writing:

NUMBERS	Boys Well Below	Girls Well Below	Boys Below	Girls Below	Boys At	Girls At	Boys Above	Girls Above	TOTAL
Year 0					3	2			5
Year 1					1	2	1	2	6
Year 2				1	1	1		3	6
Year 3			2			1	3	3	9
Year 4						2	1	1	4
Year 5		1	3	1	3	2		2	12
Year 6	1		3			1		1	6
Year 7						3			3
Year 8			3		1	1	2	2	9
<b>Total</b>	<b>1</b>	<b>1</b>	<b>11</b>	<b>2</b>	<b>9</b>	<b>15</b>	<b>7</b>	<b>14</b>	<b>60</b>
<b>%</b>	<b>3.57</b>	<b>3.13</b>	<b>39.29</b>	<b>6.25</b>	<b>32.14</b>	<b>46.88</b>	<b>25.00</b>	<b>43.75</b>	<b>200.00</b>
<b>Total %</b>	<b>3.33</b>		<b>21.67</b>		<b>40.00</b>		<b>35.00</b>		<b>100.00</b>

### Progress in Writing:

Expected progress is where children have progressed by one sublevel throughout the year; this means they have achieved an expected year's worth of learning within a year. Accelerated progress is where children have progressed by more than one sublevel meaning they have progressed more than what is expected in one year.

Most children have made expected or accelerated progress in Writing this year. About one third of all the children currently achieving ABOVE expectations have made accelerated progress and either moved from AT to ABOVE or edged further ahead in their cohort.

It's our children who are BELOW and WELL BELOW expectations that will need to make accelerated progress to enable them to be achieving where the curriculum expects them to be achieving. While it's good to see the movement across the school, there are 5 children who are needing to make accelerated progress in Writing who are currently not meeting curriculum expectations. These children, and other identified at risk writers, form our target groups for 2023.

## Writing Targets in 2022:

<p><b>Target 1:</b> All Year 5 children will have made accelerated progress in Writing in order to meet or exceed curriculum expectations by the end of 2022.</p>	<p><b>This target has not been met.</b></p> <p>All children in Year 5 have made progress in Writing in 2022. Current achievement levels for this cohort are as follows: Well below - one child - has made expected progress Below - four children - all have made expected progress. These children are lacking consistency from day to day and this is holding them back from making the jump from the end of Level 2 to the beginning of Level 3. With more consistency each day, they will all be achieving AT expectations. At - five children - four have made expected progress and one has made accelerated progress. Above - two children - all have made expected progress.</p>
<p><b>Target 2:</b> Of the 12 children WB in writing, all will have made accelerated progress of more than one years' worth of learning in 2022 and be achieving B or better.</p>	<p><b>This target has been met for seven of these children but not been met overall.</b></p> <p>Three of these children left our school in Term 1. Of the remaining nine children identified in this target group, two continue to be writing WELL BELOW expectations. One of these children has made expected progress and the other has made limited progress this year. Six of the children are now achieving BELOW and one child is now achieving AT. This shows accelerated progress for seven children.</p>
<p><b>Target 3:</b> Of the 11 children B in writing, all will have made accelerated progress of more than one years' worth of learning in 2022 and be either meeting or exceeding the curriculum expectations for writing.</p>	<p><b>This target has been met for one child but not been met overall.</b></p> <p>Of the 11 children, five have left our school at the beginning of Term 1. Of the remaining six children, five of these children are continuing to make expected progress and are writing BELOW expectations. One of these children has made accelerated progress and is now writing ABOVE expectations.</p>

## EVIDENCE BASED DECISIONS

The challenge is to make writing meaningful, purposeful and motivating. To give opportunities that learners can share their ideas for someone to enjoy and appreciate.

<p><b>Review of Curriculum implementation plan for Writing in 2022:</b> Our teaching staff met and discussed the current Writing programmes, particularly what is going well at the moment and what we can try in 2023 to lift achievement and accelerate progress in Writing:</p> <ul style="list-style-type: none"><li>• Spelling - in middle school</li><li>• Phonics and phonological awareness in Junior schools</li><li>• Talk to learn - lower oral language</li><li>• Daily writing - practice is important</li><li>• Meaningful, purposeful writing - language experience</li><li>• Models of good writing.</li><li>• Deliberate acts of teaching - genre - using PM big books as a guide for this.</li></ul>	<p><b>At risk Writers:</b></p> <ul style="list-style-type: none"><li>- Target learner planning for writing</li><li>- Investigate the link between oral language and writing ability.</li><li>- Referrals to RTLit or RTLB, particular for well below learners</li></ul>	<p><b>Implications for the budget:</b></p> <ul style="list-style-type: none"><li>- Resources to support language experiences</li><li>- Teacher Aide support for at risk learners</li><li>- ESOL funding application to be renewed.</li><li>- Resources to allow for play-based/project based learning</li></ul>
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## ANNUAL TARGETS 2021: Mathematics

### Achievement in Mathematics:

NUMBERS	Boys Well Below	Girls Well Below	Boys Below	Girls Below	Boys At	Girls At	Boys Above	Girls Above	TOTAL
Year 0					3	2			5
Year 1					1	2	1	2	6
Year 2					1	5			6
Year 3			2			1	3	3	9
Year 4						1	1	2	4
Year 5		1		1	5	3	1	1	12
Year 6	1				3	1		1	6
Year 7				1				2	3
Year 8			2	1	2	2	2		9
<b>Total</b>	<b>1</b>	<b>1</b>	<b>4</b>	<b>3</b>	<b>15</b>	<b>17</b>	<b>8</b>	<b>11</b>	<b>60</b>
<b>%</b>	<b>3.57</b>	<b>3.13</b>	<b>14.29</b>	<b>9.38</b>	<b>53.57</b>	<b>53.13</b>	<b>28.57</b>	<b>34.38</b>	<b>200.00</b>
<b>Total %</b>	<b>3.33</b>		<b>11.67</b>		<b>53.33</b>		<b>31.67</b>		<b>100.00</b>

### Progress in Mathematics:

Expected progress is where children have progressed by one sublevel throughout the year; this means they have achieved an expected year's worth of learning within a year. Accelerated progress is where children have progressed by more than one sublevel meaning they have progressed more than what is expected in one year.

About more than two thirds of our children have made expected or accelerated progress in Mathematics this year. 6 of the 19 children currently achieving ABOVE expectations have made accelerated progress and either moved from AT to ABOVE or edged further ahead in their cohort. No children have regressed in their Mathematics learning.

It's our children who are BELOW and WELL BELOW expectations that will need to make accelerated progress to enable them to be achieving where the curriculum expects them to be achieving. Of the nine children currently achieving BELOW or WELL BELOW expectations, six have made expected or accelerated progress. This means that three children are at risk of slipping further behind expectations for their cohort as they are not progressing at the same rate as expectations are lifting from year to year.

## Mathematics Targets in 2022:

<p><b>Target 1:</b> Of the six children identified as WB curriculum expectations, all will have made accelerated progress and will be either B or meeting Mathematics expectations by the end of 2022.</p>	<p><b>This target has been met for one child but not been met overall.</b>            Three of these children had left our school in Term 1.            Of the three children at our school in the original target group, two are continuing to make slow steady progress in Mathematics and are continuing to achieve WELL BELOW expectations. One child is now BELOW expectations showing accelerated progress in 2022.</p>
<p><b>Target 2:</b> Of the 10 children identified as B curriculum expectations, all will make accelerated progress in order to meet Mathematics expectations by the end of 2022.</p>	<p><b>This target has been met of four children but not been met overall.</b>            Two of these children had left our school in Term 1.            Of the eight children at our school in the original target group, four are now achieving AT having made accelerated progress. Four are continuing to make steady expected progress and remain BELOW expectations.</p>

## EVIDENCE BASED DECISIONS

The challenge is to create an environment where learners feel confident to take on a learning challenge; to apply their knowledge when problem solving, without fear of making an error.

<ul style="list-style-type: none"> <li>• Daily maths - number knowledge every day.</li> <li>• Maths seeds and Mathletics good supports for learning.</li> <li>• Dragon Maths - add to stationery lists from Year 3 upwards.</li> <li>• NCM - Post/Pre Tests for strands</li> <li>• High interest tasks - STEM/STEAM</li> <li>• Opportunities for mixed ability grouping particularly for problem solving.</li> <li>• Real life contexts; applying maths skills and knowledge in real world situations</li> </ul>	<p><b>At risk Readers:</b></p> <ul style="list-style-type: none"> <li>- Target learner planning for mathematics</li> <li>- Investigate the impact of oral language level and maths achievement</li> <li>- Hands on, practical learning experiences.</li> <li>- Referrals to RTLB, particular for well below learners</li> </ul>	<p><b>Implications for the budget:</b></p> <ul style="list-style-type: none"> <li>- Resources to support mathematics learning experiences</li> <li>- Dragon Maths write on</li> <li>- Teacher Aide support for at risk learners</li> </ul>
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## CONCLUDING STATEMENT

This year has been a fresh year with myself and two new teachers on board bringing fresh ideas to our school. With a full and successful review of our local curriculum including discussion on agreed practice in teaching and assessment, it's been a year of positive change at St Joseph's and this is reflected in the progress and achievement in Reading, Writing and Mathematics.

At the end of last year, we saw a huge decline in achievement particularly in literacy. At the last board meeting of 2021 it was discussed that changes are needed in the way literacy is taught at our school; basically, the evidence in the data suggested that something was not working.

At the end of 2021, I signalled to the board that use of assessment tools in our school is requiring review. There was a lack of triangulated data being used to help make accurate overall teacher judgements and a need to move towards culturally responsive practice in assessing children. There was also a need to move to using assessment FOR learning so that teachers could be more deliberate in their teaching programmes and target needs specifically for individuals and groups of tamariki.

Like 2021, in 2022 we experienced disruption as the Covid-19 mandates and restrictions were slowly lifted across the country and case numbers rose in our community. This saw one class close for a week in Term 2 and varying levels of absence across the school as children and families moved in and out of isolation. This impacted momentum in learning for most children at least once this year, but heavily impacted momentum in teaching for teachers for most of the first half of this year.

There were a set of obvious trends identified in the data last year and these have mostly been addressed this year:

<b>Trends in the Assessment data In 2021:</b>	<b>2021 Trends addressed in 2022:</b>
Year 4 (2021) - particularly in Writing. This is the Year 5 cohort in 2022.	This cohort have continued to make progress in 2022 with seven of 12 achieving AT or ABOVE expectations and a further four able to write at expectations but are inconsistent with this from day to day so remain as target children for writing.
Māori learners - overall, particularly in Mathematics and Reading when looking at comparative data	The disparity between Maori and other ethnicities seen in data in 2021 is not at all at the same level in 2022. While there is still a slight difference in Mathematics achievement, there is not such an obvious difference that there is a concern for this cohort of children.
NZ European boys - particularly in Writing	While there are trends showing low writing achievement in boys by ethnicity, really there is an overall picture: Trends show that boys Writing generally is lower than girls. There are no strong trends to suggest that there is an ethnic cohort of boys achieving lower than other ethnicities.
Literacy overall - particularly in Writing	Good improvement seen in Writing this year with movement from 54.39% to 75.00%. This is still lagging behind achievement in Reading (88.33%) and Mathematics (85.00%) but certainly an improvement and an alignment with trends nationally.
Boys overall are being outperformed by girls	Trends show no disparity between boys and girls in Reading and Mathematics but still a disparity remains in Writing.

As identified in 2021, there was a need for change in the way literacy was being delivered last year. This is what our school has done in 2022 which has impacted positively on student achievement:

1. Explicit and deliberate teaching of phonics and phonological awareness.
2. Introduction of learner agency strategies to give more ownership and responsibility of learning to the children. This has included making sure children are involved in the learning partnership through collaborative reporting to parents (mid-year reports and learner led conferences).
3. Review of school vision and values to better reflect and align with the aspirations of the whole community.
4. Careful use of subscription programmes (online tools) and return of a balanced delivery of classroom literacy programmes.
5. Review of assessment tools - a move away from a one assessment tool and one test approach to assessment and to using a variety of standardised national tests used alongside assessment tasks and projects to assess thoroughly, fairly and formatively.
6. Introduction of learning progressions - this is very much in the introductory phase - so guide targeted and deliberate teaching and learning.

### Suggested Targets for 2023 for tracking progress of learners:

At the beginning of 2023, we can expect our **achievement** data by numbers to be:

	Above Expectations	At Expectations	Below Expectations	Well Below Expectations
<b>Reading</b>	44%	44%	6%	6%
<b>Writing</b>	34%	42%	20%	4%
<b>Mathematics</b>	34%	54%	8%	4%

Below are the suggested targets for the 2023 Annual Plan to track **progress** using achievement data:

<b>Reading</b>	Of the six children below or well below in Reading, all will have made accelerated progress and be achieving AT expectations or better by the end of 2023.
<b>Writing</b>	Of the two children well below in Writing, all will have made accelerated progress of more than one years' worth of learning in 2023. Of the ten children below in Writing, all will have made accelerated progress and be achieving AT expectations or better by the end of 2023.
<b>Mathematics</b>	Of the four children below in Mathematics, all will have made accelerated progress and be achieving AT expectations or better by the end of 2023. Of the two children well below in Mathematics, all will have made accelerated progress of more than one years' worth of learning in 2023.

Some great progress was made at St Joseph's 2022 and fantastic results for our tamariki and their whanau. The school is on a very good trajectory to continue making good gains across the curriculum in 2023.

Emalene Cull  
Principal