



**ST ANNE'S**  
CATHOLIC SCHOOL



*Living our faith through our actions*

EST. 1906

# 2017

# ANALYSIS OF VARIANCE

#### *Strategic aim:*

To provide an innovative, child centred and researched based learning environment, where students are achieving and making accelerated progress in relation to the national standards and their individual learning success, with a focus on collaboration (mahi ngātahi), hauora and self-regulated learning (rangatiratanga).

#### *Annual aim:*

To improve student outcomes, hauora and self-regulation

#### *Baseline data:*

1 Target Group – Reading/Writing - 40% of our year 0/1 students are on track to be below standard at their first anniversary. This has a lot to do with their oral language abilities. In their ROL test that had a highest score of 14/42 and an average of 9/42. Of this group 40% are of **Māori** or **pasifika** students.

2 Target Group – Reading/Writing – 38% of our year 2 students are below national standards in writing and most of these in reading

3 Target Group – Mathematics – 38% of year 4 students are below national standards. Of this group 75% are of **Māori** or **pasifika** students.

4 Target Group – Writing – 32% of year 5/6 students are below/well below national standards. This will be our aLL focus group. Of this group 38% are **Filipino** students and 25% are **pasifika**

5a Target Group – Writing – 25% of year 7/8 students are below national standards. Of this group 83% are **Māori** or **pasifika** students.

5b Target Group – Mathematics – 25% of year 7/8 students are below national standards. Of this group 66% are **Māori** or **pasifika** students.

#### *Targets:*

- To increase digital fluency to enhance current practice and open different ways to learn and teach
- To increase te reo matatini across the staff, students and community to further extend our cultural responsiveness
- To increase students ability in writing through the ALL programme

#### Student achievement targets in Reading

1 – For the year **0/1 students** who are not currently on track to meet the national standards to meet the standard by the end of their first year.

2 – For the **year 2 students** who are below national standards to make more than one year's progress towards the standard by the end of the year (ALL)

#### Student achievement targets in Writing

1 – For the year **0/1 students** who are not currently on track to meet the national standards to meet the standard by the end of their first year.

2 – For the **year 2 students** who are below national standards to make more than one year's progress towards the standard by the end of the year (ALL).

4 – For the **year 5/6 students** who are below/well below national standards to make more than one year's progress towards the standard by the end of the year. (ALL)

5 – For the year **7/8 students** who are below national standards to make more than one year's progress towards the standard by the end of the year (ALL).

#### Student achievement targets in Mathematics

3 – For the **year 4 students** that are below national standards to make more than one year's progress towards the standard by the end of the year.

5 – For the year **7/8 students** who are below national standards to make more than one year's progress towards the standard by the end of the year.

CoL Achievement Challenges will begin over the year as the structure of the CoL is set up. These challenges will give our focus. These will be a more influential part of next year's charter as by then the CoL will be active and have its systems in place. Many of our current targets have these in mind however.

#### *CoL Achievement Challenges:*

- To lift achievement in Mathematics for all students in years 1 – 10, with a particular focus on our Pasifika students
- To lift achievement in Writing of all students in years 1 – 10, with a particular focus on Boys in year 9 & 10
- To lift achievement in Science for all students in years 1 – 8, with a particular focus on Māori and Pasifika students

-To lift achievement in Science for year 9 & 10 Māori and Pasifika students  
 -Hauora - increasing students ability to manage self, transition between institutions and grow in resilience  
 -Catholic Character - develop capacity of our teachers, and enhance our educational pathways - therefore having a direct influence on the educational success of our students

<i>Actions to achieve targets</i>	<i>Led by</i>	<i>Budget</i>	<i>Timeframe</i>
- <b>Target students</b> and <b>priority students</b> identified and targets made for them by all teachers. Data feed to the board monthly. (national priorities- reading/writing/mathematics)	Principal, D.P.		Term 1-4
-All 'at risk' students to have ILP created and used	D.P.		Term 1-4
-Focus on <b>priority learners</b> effectively through aLL programme learning to target two groups of over two classrooms	UC+, Lead teacher, Josh Halkett		Term 1-4
-Move aLL to a schoolwide option for intervention	Principal, D.P.		Term 1-4
-Decrease the device to student ratios	Principal	\$5000	Term 1-4
-Continue Google/Collaboration PD through Cyclone (National Priority-Digital literacy)	Principal		Term 2-4
-Increase teacher te reo and tikanga knowledge	Principal, Judi Parker		Term 1-4
-Increase the amount and importance of Māori language as treaty partners (Level 4a/3h+ for years 5-8, Level 5/1h for years 1-4)	Principal, Judi Parker	\$3000	Term 1-4
-Complete review, Implement and refine revised St Anne's curriculum	Principal, D.P.		Term 1-4
-Make gains in science (national priority) achievement through CoL development and a review of the area.	Principal, D.P.		Term 1-4
-Give more opportunities to develop students' GRIT as a model of a lifelong learner	Staff		Term 1-4
-Use collaborative learning approaches daily including support staff/student teachers/community involvement (team teach, teach/ observe, targeted teaching, learning coach, station teaching)	Classroom teachers		Term 1-4
-Connect learning to the outdoors including regular trips and excursions	Classroom teachers	\$20 per student	Term 1-4
-Use new learning and break out spaces with creativity and innovation	Classroom teachers		Term 1-4
-Complete more of and refine the school/PFA property plan	Principal, PFA		Term 1-4
-Kiwi Can team used to advance hauora	Kiwican		Term 1-4
-Work with families as partners in the learning process (in particular target/priority students)	Principal, D.P., Staff		Term 1-4

## Summary

*Data/Evidence: See other documents labelled with 'Target Rōpū #\_' for data/evidence/achievement, actions made and recommendations for the group. Below is a short summary of this data. We had huge roll growth this year at various age groups which has changed comparisons in some cases. As we have roughly 15 per year group, one child makes a difference. It is important to read through the attached data. This has been fed to the BOT monthly for overseeing. Also see 'ALL data' document in conjunction with this document.*

### Student achievement targets in Reading

1 – For the year **0/1 students** who are not currently on track to meet the national standards to meet the standard by the end of their first year.

As we had many students start in this age group over the year, please see document 'Rōpū #1' for continual formative assessment on the initial group of five students that were the focus. In reading, for this target group of five students, three achieved national standards by the end of the year, therefore 60% of this group achieved national standards with the others making good progress. Of this 60%, 50% of the **Māori/Pasifika** students achieved national standards.

2 – For the **year 2 students** who are below national standards to make more than one year's progress towards the standard by the end of the year (ALL)

Reading After Year 2		Well Below		Below		At		Above		Total
		No	%	No	%	No	%	No	%	No
All students	Male	2	28.6%	0	0%	4	57.1%	1	14.3%	7
	Female	2	28.6%	1	14.3%	3	42.9%	1	14.3%	7
	Total	4	28.6%	1	7.1%	7	50.0%	2	14.3%	14
Maori	Male	0	0%	0	0%	1	100.0%	0	0%	1
	Female	0	0%	0	0%	0	0%	0	0%	0
	Total	0	0%	0	0%	1	100.0%	0	0%	1
Pasifika	Male	0	0%	0	0%	0	0%	0	0%	0
	Female	1	100.0%	0	0%	0	0%	0	0%	1
	Total	1	100.0%	0	0%	0	0%	0	0%	1

Please see 'Target Rōpū #2' for in depth formative and summative data on this target group's progress and achievement. Although less than 38% (35.7%), of the five students below national standards, only one is not ESOL and she is has had interventions i.e. reading recovery (more seen in Target Rōpū document) and currently is undergoing RTLb assessment. She has moved to our school from another. She is making progress but we would like to see it accelerated.

### Student achievement targets in Writing

1 – For the year **0/1 students** who are not currently on track to meet the national standards to meet the standard by the end of their first year.

As we had many students start in this age group over the year, please see document 'Rōpū 1' for continual formative assessment on the initial group of five students. In writing, for this target group of five students, two achieved national standards therefore 40% achieved national standards with the others making good progress. Of this 40%, 50% of the **Māori/Pasifika** students achieved national standards.

2 – For the **year 2 students** who are below national standards to make more than one year's progress towards the standard by the end of the year (ALL).

Writing After Year 2		Well Below		Below		At		Above		Total
		No	%	No	%	No	%	No	%	No
All students	Male	2	28.6%	1	14.3%	4	57.1%	0	0%	7
	Female	2	28.6%	1	14.3%	3	42.9%	1	14.3%	7
	Total	4	28.6%	2	14.3%	7	50.0%	1	7.1%	14
Maori	Male	0	0%	0	0%	1	100.0%	0	0%	1
	Female	0	0%	0	0%	0	0%	0	0%	0
	Total	0	0%	0	0%	1	100.0%	0	0%	1
Pasifika	Male	0	0%	0	0%	0	0%	0	0%	0
	Female	1	100.0%	0	0%	0	0%	0	0%	1
	Total	1	100.0%	0	0%	0	0%	0	0%	1

Please see 'Target Rōpū #2' for in depth formative and summative data on this target group's progress and achievement. Although more than 38% (42.9%), of the six students below national standards, only one is not ESOL, ORS or ICS and she is has had interventions like reading recovery (more seen in Target Rōpū document) and is currently undergoing RTLB assessment. She has moved to our school from another. She is making progress but we would like to see it accelerated.

4 – For the **year 5/6 students** who are below/well below national standards to make more than one year's progress towards the standard by the end of the year. (ALL)

Year Group	Gender	Ethnicity	Languages spoken at home	Students' previous school interventions	OTJ – end of 2016	Best fit OTJ for 2016 (for well below students)	Interim or Final OTJ for 2017	Best fit OTJ for 2017 (for well below students)
							Interim data start of intervention. 2017	End f Intervention 2017.
5	F	Samoan	Samoan		Well Below		Well below	Below
5	M	NZ	English		Well Below		Well below	Below
5	M	NZ	English		Well Below		Below	Below
6	M	NZ/Filipino	Both		Well Below		Well below	Below
6	M	NZ	English		Well Below		Well Below	Below

Above is an extract from the ALL programme feedback. This document should be read in consultation with this one. Please see 'Target Rōpū #4' for in depth formative and summative data on this target group's progress and achievement. As you can see in the achievements and in the notes on 'Target Rōpū #4' 100% of this target group have made accelerative progress from well below to below standard. This is a huge achievement and shows the progress that can be made with ALL and storytelling.

5 – For the year **7/8 students** who are below national standards to make more than one year's progress towards the standard by the end of the year (ALL).



Year Group	Gender	Ethnicity	Languages spoken at home	Students' previous school interventions	OTJ – end of 2016	Best fit OTJ for 2016 (for well below students)	Interim or Final OTJ for 2017	Best fit OTJ for 2017 (for well below students)
							Interim data start of intervention. 2017	End f Intervention 2017.
7	F	NZ Maori	English		Below		At	At
7	F	NZ	English		No data New Pupil		Well Below	Below
7	M	Samoan	Samoan/English		Below		Below	Below
8	F	Samoan	Samoan/English		Below		At	At
8	M	Samoan	Samoan	ALL 2016	Below		At	At
8	M	NZ Maori	English		Below		At	At

Above is an extract from the ALL programme feedback/data document. This document should be read in consultation with this one. Please see 'Target Rōpū #5a' for in depth formative and summative data on this target group's progress and achievement. As you can see in the achievements and in the notes on 'Target Rōpū #5a' 100% of this target group have made accelerative progress from well below to below standard or below to at standard. This is a huge achievement and shows the progress that can be made with ALL.

### Student achievement targets in Mathematics

3 – For the **year 4 students** that are below national standards to make more than one year's progress towards the standard by the end of the year.

Mathematics Year Level 4		Well Below		Below		At		Above		Total
		No	%	No	%	No	%	No	%	No
All students	Male	0	0%	1	11.1%	6	66.7%	2	22.2%	9
	Female	0	0%	0	0%	5	100.0%	0	0%	5
	Total	0	0%	1	7.1%	11	78.6%	2	14.3%	14
Maori	Male	0	0%	0	0%	2	66.7%	1	33.3%	3
	Female	0	0%	0	0%	0	0%	0	0%	0
	Total	0	0%	0	0%	2	66.7%	1	33.3%	3
Pasifika	Male	0	0%	0	0%	2	66.7%	1	33.3%	3
	Female	0	0%	0	0%	2	100.0%	0	0%	2
	Total	0	0%	0	0%	4	80.0%	1	20.0%	5

Please see ‘Target Rōpū #4’ for in depth formative and summative data on this target group’s progress and achievement. We have moved from 38% of students below national standards to 7% in this year group. All **Māori and Pasifika** students are achieving in this area now.

5 – For the year **7/8 students** who are below national standards to make more than one year’s progress towards the standard by the end of the year.

Mathematics Year Level 7		Well Below		Below		At		Above		Total
		No	%	No	%	No	%	No	%	No
All students	Male	0	0%	1	12.5%	3	37.5%	4	50.0%	8
	Female	0	0%	4	50.0%	4	50.0%	0	0%	8
	Total	0	0%	5	31.3%	7	43.8%	4	25.0%	16
Maori	Male	0	0%	0	0%	0	0%	1	100.0%	1
	Female	0	0%	1	100.0%	0	0%	0	0%	1
	Total	0	0%	1	50.0%	0	0%	1	50.0%	2
Pasifika	Male	0	0%	1	25.0%	2	50.0%	1	25.0%	4
	Female	0	0%	0	0%	2	100.0%	0	0%	2
	Total	0	0%	1	16.7%	4	66.7%	1	16.7%	6

Mathematics Year Level 8		Well Below		Below		At		Above		Total
		No	%	No	%	No	%	No	%	No
All students	Male	0	0%	0	0%	2	66.7%	1	33.3%	3
	Female	0	0%	0	0%	4	57.1%	3	42.9%	7
	Total	0	0%	0	0%	6	60.0%	4	40.0%	10
Maori	Male	0	0%	0	0%	1	100.0%	0	0%	1
	Female	0	0%	0	0%	1	100.0%	0	0%	1
	Total	0	0%	0	0%	2	100.0%	0	0%	2
Pasifika	Male	0	0%	0	0%	1	100.0%	0	0%	1
	Female	0	0%	0	0%	1	33.3%	2	66.7%	3
	Total	0	0%	0	0%	2	50.0%	2	50.0%	4

A shift has been made from 25% of students not achieving (of which 66% are Māori and Pasifika) to 19% of students not achieving (of which 40% are Māori and Pasifika). Please see ‘Target Rōpū #5b’ for in depth formative and summative data on this target group’s progress and achievement

### To increase digital fluency to enhance current practice and open different ways to learn and teach

As a staff, we have migrated to online/cloud based working. We are all on google and all are using google apps for education to increase collaboration and efficiency. Classes have been using g-suite also this year as a way to increase collaboration and creativity. We have applied for, and received funding for professional development in 2018 to continue this journey. We have a plan for 1:1 in just over a year’s time.

### To increase te reo matatini across the staff, students and community to further extend our cultural responsiveness

A year of staff professional development has been completed including support staff in the later part of the year. Te reo reading and writing programmes have been set up and trialled. Te reo readers from 1-120 have been ordered, explained, taught to staff and begun use. Story telling has been done in Māori by the principal with 60 students re-writing a Māori myth and legend in te reo. The Principal completed a part time immersion course in 2018. 61% of whānau (all families surveyed) said they would like to see a minimum of 3hrs te reo taught a week. Two classes have completed this for 2017 and now 4/6 classes for 2018. A new Māori plan has been written and reviewed by staff. Many documents and signs have been made bilingual. Māori language is becoming ‘normal’ and speakers at events are practising with whānau to ensure they are good role models. Māori language has become part of newsletters and social media from our school’s perspective. Our ‘Transition to school’ booklet has been translated and is ready for use. BOT prayers to start meetings and information for the board often contains te reo. ‘Māori as Māori’ has been explained to the community and Māori are our highest achieving ethnicity in writing and mathematics.

### To increase students ability in writing through the ALL programme

Having successfully participated in two rounds of the ALL intervention, we have now made ‘Learning Pathways’ part of our practice across the curriculum for our focus students. Sharing the knowledge and expertise we have gained as ALL teachers has helped us and our colleagues to have more discussion around the approaches we have used and had the greatest success with.

The accelerative progress made by the 11 students included in our second year of ALL was fantastic. Although some of our students are still not ‘at’ the standard for their respective year levels the progress they have made would not have happened without the intervention. Our year eight students are now confident and competent writers as they transition to secondary level. Using the asTTle writing Tool shows our interim and final data supports the shifts and gains made for all 11 students.

The accelerative progress made by the 11 students included in our second year of ALL was again a change of teacher practice and knowledge, and their respective approaches to prepare students for a new way of thinking and learning so they can experience writing success in the present. Our Pfs gave them confidence, helped to shift their mind-set, and gave them the opportunity to experience success in an area of their learning where previously they had considered that they bought little skills or evidence of their real abilities.

*Strategic aim:*

The community of St Anne's Catholic School are actively encouraged and empowered to live their faith through their actions (manaakitanga, whakawhanaungatanga).

*Annual aim:*

For our community to be more active in their faith (works, prayer life, social justice).

*Baseline data:*

The Catholic education office has identified that a problem throughout New Zealand in teaching faith development is the lack of knowledge and understanding of teachers in Religious Studies.

When consulted the 0% of the staff could recall the charism of the Mission sisters yet all could recall our vision and values of 2016/2017.

*Targets:*

- Increase students relationship with God through developing our staff's knowledge of Catholic spirituality
- For our student and parent community to be able to know the charism of our founding sisters and how that relates to our school in 2017
- For students to be able to improve their knowledge of what Jesus said, did and told us to do
- For students to more active in their share of their faith 'faith through our actions'

<i>Actions to achieve targets</i>	<i>Led by</i>	<i>Budget</i>	<i>Timeframe</i>
-Increase the charism of the Mission Sisters (contemplation, communion, mission)	DRS, Sr Kathleen		Term 1-4
-Increase PD knowledge/hours by completing RE102-Introduction to Spirituality	Catholic Education Office		Term 2-3
-Staff/BOT to be involved in the spiritual renewal programme being offered by the diocese	DRS, Principal		Term 1-2
-Beautify our environment as a dedication to God	Principal, Staff	\$28,000	Term 1-4
-Learn grace in all four of our main languages/nationalities	Teachers		Term 1-4
-Review our pastoral care programme as a school through our special character committee	Special Character committee		Term 1-4
-Continue to study of Jesus' actions of healing, forgiveness, standing up for others and service and putting these values into action	Classroom teachers	\$800	Term 1-4
-Continue to study of Jesus' commandments of love, Eucharist and evangelisation and putting these values into action	Classroom teachers		Term 1-4
-Increase the visibility of the school and what it stands for (signage, uniform etc.)	Principal	\$3,000	Term 1-4
-Clarify and consistently use the reviewed restorative justice behaviour management programme	Principal, D.P.		Term 1-4
-Develop the senior students ability to help solve problems with their peers and younger students	Josh Halkett	\$300	Term 1-4
-School council group with more of a focus on 'faith through actions'	Principal		Term 1-4
-Special character group to have more opportunities to develop	DRS, Staff		Term 1-4
-Increase church attendance through working with the parish and students	Staff		Term 1-4



## Summary

### **Increase students relationship with God through developing our staff's knowledge of Catholic spirituality**

#### *Data/Evidence:*

- Staff completed 18hrs of study/learning on Catholic Spirituality through the Catholic Institute of Aotearoa.
- Two staff members participated in a parish retreat.
- The staff and some BOT members participated in the diocesan retreat on evangelisation.
- Staff completed a workshop on prayer with Fr John

#### *Discussion/Recommendations:*

### **For our student and parent community to be able to know the charism of our founding sisters and how that relates to our school in 2017**

#### *Data/Evidence:*

- Articles were placed in the newsletter on the charism
- A display was set up in the entrance of what we do to complete the three parts of the charism
- Sr Kathleen looked more in depth with the Sisters of the Mission at an assembly on what they achieve
- 5/30 senior students could recall the charism of the Mission Sisters (when surveyed)
- 10/10 staff members could recall the charism of the Mission Sisters (when asked)

#### *Discussion/Recommendations:*

Next year we are structuring our term focus with the three concepts as a basis. Term one will be 'On a Mission', this will hopefully help students to understand them clearer.

### **For students to be able to improve their knowledge of what Jesus said, did and told us to do**

#### *Data/Evidence:*

- Gospel stories have continued to be a focus this year with students now becoming use to this saying as a model.
- We achieved a score just under average for the 'Jesus' strand in the Christchurch diocese testing. This tells us it is still a bit of a weakness considering it is the phrase we use to model our actions.

#### *Discussion/Recommendations:*

It was rewarding to read in the end of year survey with so many similar responses. *Said*-Love one another, *did*-died (sacrifice), *commanded*-love one another. This needs to continue to be a focus in 2018 though.

### **For students to more active in their share of their faith 'faith through our actions'**

#### *Data/Evidence:*

- Class involved in predator free programme, waste free programme and Caritas programmes
- Senior students have been given the ability to help solve problems with their peers and younger students (version of peer mediation)
- Special character group have been given more opportunities to develop leading assemblies and helping at Mass

#### *Discussion/Recommendations:*

*Strategic aim:*

To have an actively involved school, parish and parent community that values, nurtures and is involved with students' learning and hauora through effective engagement, personal development and communication (atawhai, kotahitanga).

*Annual aim:*

To increase the school community's communication, knowledge and involvement in learning and hauora.

*Baseline data:*

67% of the comments in the staff consultation 2015 (end of) on the challenges faced by the school involved the need to increase the parents/caregivers knowledge and support. Whilst the reading together programme has been successful for a few years now, we feel that Mathematics and Mathletics assistance for parents will help home learning. Only 20% of students were regularly using Mathletics at home.

Te reo use whether teaching as a stand-alone lesson or speaking in it was ranked as seldom by the majority of teachers. Confidence was also low for using it correctly or comfortably.

*Targets:*

- Improve the communication between groups in the school community
- Increase parental/community understanding and involvement in learning, home learning (numeracy) and school activities
- Increase teacher/parental/students/parish/community knowledge and use of te reo Māori.

<i>Actions to achieve targets</i>	<i>Led by</i>	<i>Budget</i>	<i>Timeframe</i>
-Improve the communication and initiation of new students and their families to the school and the parish	Principal, D.P.		Term 1-4
-Increase the communication and kotahitanga between staff and support staff	Principal, D.P.		Term 1-4
-Classes to take an active part in the newsletter, model 'faith by actions'	Classroom teachers		Term 1-4
-Work with the PFA to provide new events that increase parents in the school	Principal, PFA		Term 1-4
-Improve on student led conferences through using last year's parent feedback	Senior teachers		Term 1-4
-Develop knowledge in our community of how they can improve learning at home (Mathletics, reading together, GRIT challenges)	Principal, Senior teachers		Term 1-4
-Introduce learning challenges that can be done as a family and are future focused (yr 5-8 homework GRIT challenges)	Principal, Senior teachers		Term 1-4
-Using student, parent and community input and assistance, increase the lunchtime opportunities at the school	Principal, PFA		Term 2-4
-Increase and immerse bicultural (and multicultural) elements into our school	Principal, Judi Parker	\$3000	Term 1-4
-Principal to participate in the one year 'Te Reo Maori – Te Moana (Advanced)' full immersion course	Principal	\$60	Term 1-4
-Specialist staff to lead Māori/te reo development for within school	Principal, Judi Parker		Term 1-4
-Order more 'Transition booklets,' finish Māori translation and get out to the preschools and schools in the learning cluster	Principal	LC-\$4000	Term 1
-Implement the music programme in the learning cluster	Principal, Music specialist	LC-\$30,000	Term 2-4
-Enhance the Catholic CoL and the success of its start	Principal		Term 1-4
-Support First Communion programme	Staff		Term 1-2
-Māori students taught to karanga and korero for special events	Judi Parker		Term 1-4

## Summary

### **Improve the communication between groups in the school community**

#### *Data/Evidence:*

- New parents' meeting held two times in 2017 and this has been refined through feedback. This was done in quite a large way and was really enjoyed.
- Regular visiting by Fr Dan (first day of term and after school)
- School enrolment booklet updated
- Website updated regularly
- Tours of the school for each new and perspective parent, average time taken 30min to ensure smooth transitions and good communication
- Access to school calendar by those who need it and a parent calendar has been created
- Weekly briefing at 9am for support staff following staff briefing, this now includes professional development of te reo Māori
- SENCO meeting with each teacher aide individually
- ORS meetings are often including support staff
- Overseeing teachers helping with appraisals
- Involved in parish social events
- New student photos in newsletter
- Fr Dan, Sr Kathleen and Mary Lynch do a great job of introducing new families to the parish.

Feedback from a parent on this goal:

*I just wanted to say how wonderful the morning was. I was honoured to be part of it all.*

*One thing I have always loved about St Anne's is the strong cultural aspect of the school and today it really shone through.*

*\*, your welcome into the school was truly amazing, and the senior students looked so proud doing the Haka as we all walked in (and looked and sounded great too). The feeling of being welcomed into the school was great.*

*\*, you have really turned the school around in years you have been here. When I walk into the school daily, there is a real sense of belonging to a great community, and the school is looking fantastic too. I thank you also for translating a lot of what was said this morning :)*

*The meeting after the Powhiri was very interesting and informative. \* is a great asset to the school. I went to a Catholic School and can never remember our priest being so involved. As a mum who has been at this school forever, I can say if I had been told all the ins and outs of the school and a bit of history it wouldn't have been so daunting coming into the school at first. The new parents found it very informative and it's a great way to meet new parents also.*

*Well done to you all, it will be great to see this continue yearly.*

#### *Discussion/Recommendations:*

We are investigating ways the support staff can be involved with professional development and part of the learning discussions more often.

### **Increase parental/community understanding and involvement in learning, home learning (numeracy) and school activities**

#### *Data/Evidence:*

- ALL parent meeting held with all students involved in the Accelerating Learning in Literacy programme
- Reading Eggs letter when they start school
- PMP meeting prior to starting
- Learning conferences held as student led conferences twice a year
- Reading logs for all classes
- Use the newsletter as a medium with latest studies and ideas in it
- Maths games going home in the junior rooms
- Home learning books -senior

*Discussion/Recommendations:*

Next year we are planning to look at a homework programme that is researched backed and involves what we believe is important as a school. We are also looking at increasing the sharing and involvement of family through 'Seesaw' and ICT use.

**Increase teacher/parental/students/parish/community knowledge and use of te reo Māori.**

*Data/Evidence:*

A year of staff professional development has been completed including support staff in the later part of the year. Te reo reading and writing programmes have been set up and trialled. Te reo readers from 1-120 have been ordered and explained, taught to staff and begun use. Story telling has been done in Māori by the principal with 60 students re-writing a Māori Myth and Legend in te reo. The Principal completed a part time yearlong immersion course. 61% of whānau (all families surveyed) said they would like to see a minimum of 3hrs te reo taught a week. Two classes have completed this for 2017 and now 4/6 this year. A new Māori plan has been written and reviewed by staff. Many documents and signs have been made bilingual or just Māori. Māori language is becoming 'normal' and speakers at events are practising with whānau to ensure they are good role models. Māori language has become part of newsletters and social media from our school's perspective. Our 'Transition to school' booklet has been translated and is ready for use. BOT prayers to start meetings and information for the board often contains te reo. 'Māori as Māori' has been explained to the community and Māori are our highest achieving ethnicity in writing and mathematics.

*Discussion/Recommendations:*

- This year an increase amount and importance of the Māori language as treaty partners by increasing instruction of and in te reo Māori (Level 4a/5h for years 5-8, Level 5/2h for years 1-4)
- Increase staff te reo and tikanga knowledge through flexible professional development available for all staff (booklets)
- Set up radio for sharing of learning and developing oral language
- Embed the tātaiako into our documents and teaching

# Reading 2017

Reading all levels	Well below		Below		At		Above		Total
	Number	%	Number	%	Number	%	Number	%	No.
All students	8	7.1%	21	18.6%	67	59.3%	17	15%	113
Maori			2	13.3%	11	73.3%	2	13.3%	15
Pasifika	3	9.4%	5	15.6%	17	53.1%	7	21.9%	32
Asian	4	12.9%	8	25.8%	15	48.4%	4	12.9%	31
NZ European/Pakeha/Other European	1	3%	6	18.2%	22	66.7%	4	12.1%	33
Male	5	8.6%	10	17.2%	34	58.6%	9	15.5%	58
Female	3	5.5%	11	20%	33	60%	8	14.5%	55

Reading by levels	Well below		Below		At		Above		Total
	Number	%	Number	%	Number	%	Number	%	No.
After 1 year at school	2	10%	8	40%	10	50%			20
After 2 years at school	4	28.6%	1	7.1%	7	50%	2	14.3%	14
After 3 years at school			1	7.7%	10	76.9%	2	15.4%	13
End of year 4	1	7.1%			10	71.4%	3	21.4%	14
End of year 5			3	21.4%	10	71.4%	1	7.1%	14
End of year 6	1	8.3%	2	16.7%	9	75%			12
End of year 7			5	31.3%	5	31.3%	6	37.5%	16
End of year 8			1	10%	6	60%	3	30%	10



## Writing 2017

Writing all levels	Well below		Below		At		Above		Total
	Number	%	Number	%	Number	%	Number	%	No.
All students	8	7.1%	30	26.5%	68	60.2%	7	6.2%	113
Maori			1	6.7%	13	86.7%	1	6.7%	15
Pasifika	3	9.4%	8	25%	18	56.3%	3	9.4%	32
Asian	4	12.9%	8	25.8%	16	51.6%	3	9.7%	31
NZ European/Pakeha/Other European	1	3%	12	36.4%	20	60.6%			33
Male	5	8.6%	17	29.3%	33	56.9%	3	5.2%	58
Female	3	5.5%	13	23.6%	35	63.6%	4	7.3%	55

Writing by levels	Well below		Below		At		Above		Total
	Number	%	Number	%	Number	%	Number	%	No.
After 1 year at school	2	10%	9	45%	9	45%			20
After 2 years at school	4	28.6%	2	14.3%	7	50%	1	7.1%	14
After 3 years at school			1	7.7%	12	92.3%			13
End of year 4	1	7.1%	1	7.1%	12	85.7%			14
End of year 5			6	42.9%	8	57.1%			14
End of year 6	1	8.3%	4	33.3%	7	58.3%			12
End of year 7			6	37.5%	7	43.8%	3	18.8%	16
End of year 8			1	10%	6	60%	3	30%	10

# Mathematics 2017

Mathematics all levels	Well below		Below		At		Above		Total
	Number	%	Number	%	Number	%	Number	%	No.
All students	8	7.1%	24	21.2%	70	61.9%	11	9.7%	113
Maori			2	13.3%	11	73.3%	2	13.3%	15
Pasifika	3	9.4%	5	15.6%	20	62.5%	4	12.5%	32
Asian	4	12.9%	5	16.1%	18	58.1%	4	12.9%	31
NZ European/Pakeha/Other European	1	3%	11	33.3%	20	60.6%	1	3%	33
Male	4	6.9%	11	19%	36	62.1%	7	12.1%	58
Female	4	7.3%	13	23.6%	34	61.8%	4	7.3%	55

Mathematics by levels	Well below		Below		At		Above		Total
	Number	%	Number	%	Number	%	Number	%	No.
After 1 year at school	3	15%	5	25%	12	60%			20
After 2 years at school	4	28.6%	3	21.4%	6	42.9%	1	7.1%	14
After 3 years at school			1	7.7%	12	92.3%			13
End of year 4			1	7.1%	11	78.6%	2	14.3%	14
End of year 5			6	42.9%	8	57.1%			14
End of year 6	1	8.3%	3	25%	8	66.7%			12
End of year 7			5	31.3%	7	43.8%	4	25%	16
End of year 8					6	60%	4	40%	10