



School Name:	Marian Catholic School	School Number	2094
Annual Aim:	<p>Writing: Review and consolidate programmes, initiatives and interventions that accelerate learning in mathematics, writing and reading.</p>		
Target:	<p>Reduce the number of students that are 'below' and identified as targets in Writing:</p> <ul style="list-style-type: none"> Year 3 - 5 students Year 4 - 9 students Year 6 - 16 students Year 7 - 10 students Year 8 - 20 students 		
Baseline Data:	<p>Due to issues with our change of SMS to LINCED our end of year data did not accurately reflect the number of students below. We reviewed our targets to include all students below. The 2018 end of year data shows:</p> <ul style="list-style-type: none"> <i>Year 3 Writing - Total of 11 students were working below the expected level</i> <ul style="list-style-type: none"> - Boys 7, Girls 4, Māori 1 female Pasifika 0 <i>Year 4 Writing - Total of 22 students were working below the expected level</i> <ul style="list-style-type: none"> - Boys 13, Girls 9, Māori 3 males Pasifika 2 males 1 and female <i>Year 6 Writing - Total of 40 students were working below the expected level</i> <ul style="list-style-type: none"> - Boys 26, Girls 14, Māori 2 males, Pasifika 1 male and 4 females 		

Year 7 Writing - Total of 25 students were working below the expected level
- Boys 14, Girls 11, Māori 4 males and 1 female, Pasifika 3 males and 3 females

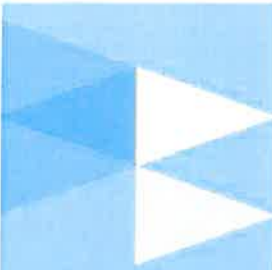
Year 8 Writing - Total of 50 students were working below the expected level
- Boys 32, Girls 18, Māori 5 males and 1 female, Pasifika 1 male and 5 female



Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>																								
<p>WRITING This was a school wide target for 2019.</p> <p>Classroom observations to identify current teacher practice in teaching writing. We developed a shared understanding and documentation of clear school wide expectations for writing across all teachers. These include:</p> <ul style="list-style-type: none"> • Writing mileage • 3-4 instructional writing sessions per week • Authentic purpose and audience • Quality feedback and feedward <p>Writing learning pathways were implemented across the school in conjunction with new Student Management System Linc-Ed.</p>	<p>Writing: Whole Cohort - - Number and % below</p> <table border="1" data-bbox="619 1167 1147 1615"> <thead> <tr> <th>End of</th> <th>2018</th> <th>2019</th> </tr> </thead> <tbody> <tr> <td>Yr2</td> <td>12 (29%)</td> <td></td> </tr> <tr> <td>Yr 3</td> <td>12 (25%)</td> <td>17 (26%)</td> </tr> <tr> <td>Yr 4</td> <td>12 (17%)</td> <td>9 (13%)</td> </tr> <tr> <td>Yr 5</td> <td>39 (40%)</td> <td>28 (39%)</td> </tr> <tr> <td>Yr 6</td> <td>25 (39%)</td> <td>30 (31%)</td> </tr> <tr> <td>Yr 7</td> <td>50 (58%)</td> <td>28 (44%)</td> </tr> <tr> <td>Yr 8</td> <td></td> <td>24 (29%)</td> </tr> </tbody> </table> <p>Target Students: Year 3 (Below):</p> <ul style="list-style-type: none"> • From 19 boys to 11 boys • From 14 girls to 5 girls 	End of	2018	2019	Yr2	12 (29%)		Yr 3	12 (25%)	17 (26%)	Yr 4	12 (17%)	9 (13%)	Yr 5	39 (40%)	28 (39%)	Yr 6	25 (39%)	30 (31%)	Yr 7	50 (58%)	28 (44%)	Yr 8		24 (29%)	<p>Writing</p> <p>Through targeted teaching we accelerated the progress of the target students in most areas to achieve above our aim of 40%.</p> <p>By using the Learning Pathways the teachers could clearly identify next steps to accelerate learning. The students were also using the pathways but this varied across teachers. This Learner Agency can continue to be strengthened.</p> <p>Changing the procedure of our Target Support Meetings assisted the teachers to plan teacher aide programmes and what they were doing with their target students as the class teacher. It also gave</p>	<p>Writing</p> <p>Continue to track progress learners in Week 8 of each term.</p> <p>We have two teachers working on ALL contract which is using a Teaching as Inquiry focus in literacy. They will lead their teams in their inquiry looking at how to accelerate learning for target students.</p> <p>Our SENCO, two teachers and teacher aides are participating in the Team Approach to Language Learners (TALL) project in 2020 to develop their knowledge of additional language acquisition theory and strategies, and show capability and confidence in using this knowledge to successfully teach students. It</p>
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<p>Three teachers attended e-asTTle training course.</p> <p>Through COL funding we worked with a facilitator from the University of Waikato who ran staff meetings, worked alongside teachers in their classrooms and ran team workshops.</p> <p>For targeted students:</p> <ul style="list-style-type: none"> • Barriers of learning identified for each student • Target support meetings to develop individualised learning action plans with SENCO, DP and class teacher for each target student • Learning support allocated • Teacher inquiry addressing the needs of the targeted students 	<ul style="list-style-type: none"> • Pasifika girls reduced by 1 • 52% shift of targets <p>Year 4 (Below):</p> <ul style="list-style-type: none"> • From 23 boys to 12 boys • From 14 girls to 4 girls • 1 Maori boy and girl and 1 Pasifika boy and 4 Pasifika girls moved • 57% shift of targets <p>Year 6 (Below):</p> <ul style="list-style-type: none"> • From 22 boys to 16 boys • From 14 girls to 9 girls • 1 Maori and 1 Pasifika boy moved • 31% shift of targets <p>Year 7 (Below):</p> <ul style="list-style-type: none"> • From 17 boys to 8 boys • From 14 girls to 7 girls • 1 Maori and 1 Pasifika boy and 4 Pasifika girls moved • 52% shift of targets <p>Year 8 (Below):</p> <ul style="list-style-type: none"> • From 32 boys to 24 boys • From 18 girls to 11 girls 	<p>them opportunities to share what was working for their targets and empowered other teachers to try new deliberate acts of teaching.</p> <p>Having writing as a schoolwide focus and teachers having their Teaching as Inquiry in this curriculum area meant writing was at the forefront of teachers' minds, especially the need to be working with the target students 3-4 times a week.</p> <p>E-asTTle was used to assess writing in Years 3-8 in Terms 1 and 3. Term 1 data showed Sentence to be the area were Year 3-8 student's overall had the fewest average % of gaps, followed closely by Structure and Organisation. Punctuation was the area with the largest average % of gaps for students, closely followed by Spelling, Vocabulary and Ideas.</p>	<p>will also help us develop a strategic approach to support improved outcomes for culturally and linguistically diverse learners.</p> <p>As part of our COL we are working on Relationship Based Learning - Impact Coaching with Cognition Education focusing on Culturally Responsive Pedagogy to accelerate learning by</p> <ul style="list-style-type: none"> • Rejecting deficit explanations for learners' learning. • Caring for and nurturing the learner and the learning, including their language and culture. • Voicing and demonstrating high expectations • Ensuring that all learners can learn in a well-managed environment so as to promote learning. • Knowing what learners need to learn.
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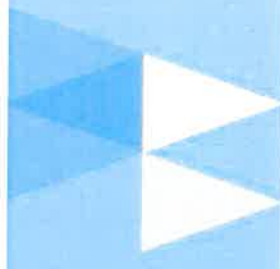


<ul style="list-style-type: none">• 30% shift of targets	<p>As a result, teachers undertook specific teaching work in Punctuation and shared ideas – with the intention of improving punctuation across the school. Term 3 again showed Sentence to be the area where Year 3-8 students overall had the fewest average % of gaps, followed closely by Structure. Spelling was the area with the largest average % of gaps for students, closely followed by Punctuation and Organisation. Average % of gaps increased in Punctuation, Spelling and Organisation. Average % of gaps reduced in Key Ideas, Structure, Vocabulary and Sentence. *This indicates that focused work on Punctuation may not have made a positive difference across all Year groups.</p>	<p>We will endeavour to do PD on marking easTTle to ensure consistency and accuracy across the school.</p>
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Planning for next year:		
The 2020 Strategic Plan has two goals/initiatives to address variances.		
The BOT are continuing their commitment to funding Teacher Aides. The Quick 60 reading programme will be continued. We have two places on the ALL Project.		

School Name:	Marian Catholic School	School Number	2094
Annual Aim:	<u>Mathematics:</u> Review and consolidate programmes, initiatives and interventions that accelerate learning in mathematics, writing and reading.		
Target:	<u>Mathematics:</u> Reduce the number of students that are 'below' and identified as targets: Year 2 - 6 students Year 3- 5 students		



	<p>Year 4 - 5 students</p> <p>Year 5 - 9 students</p> <p>Year 6 - 17 students</p> <p>Year 7 - 8 students</p> <p>Year 8 - 17 students</p>
<p>Baseline Data:</p>	<p>The 2018 data shows:</p> <p><i>Year 2 Mathematics - Total of 25 students were working below the expected level</i> - Boys 9, Girls 16, Māori 1 male and 3 female Pasifika 1 male and 2 females</p> <p><i>Year 3 Mathematics - Total of 14 students were working below the expected level</i> - Boys 6, Girls 8, Māori 0 male and 1 female, Pasifika 0 males and 2 females</p> <p><i>Year 4 Mathematics - Total of 16 students were working below the expected level</i> - Boys 7, Girls 9, Māori 2 male and 1 female Pasifika 2 males and 2 females</p> <p><i>Year 5 Mathematics - Total of 23 students were working below the expected level</i> - Boys 12, Girls 11, Māori 1 male and 3 female, Pasifika 1 male and 2 female</p> <p><i>Year 6 Mathematics - Total of 41 students were working below the expected level</i> - Boys 18, Girls 23, Māori 3 males, Pasifika 1 male and 5 female</p> <p><i>Year 7 Mathematics - Total of 18 students were working below the expected level</i> - Boys 6 Girls 12, Māori 1 male and 1 female, Pasifika 2 male and 3 female</p>



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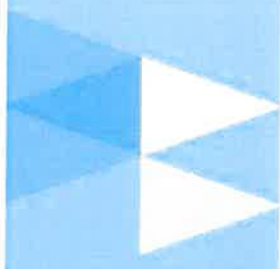


	<p><i>Year 8 Mathematics - Total of 36 students were working below the expected level</i></p> <p><i>- Boys 21, Girls 15, Māori 3 males and 0 female, Pasifika 1 male and 4 female</i></p>
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Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>																														
<p>MATHS Whole school:</p> <ul style="list-style-type: none"> Implementation of mathematical pathways using LINCED student management systems across the school. Put a plan in place for Maths review and started collecting data on teacher resources and teacher professional knowledge. <p>For targeted students:</p> <ul style="list-style-type: none"> Barriers of learning identified for each student Individualised learning action plans developed with SENCO, AP and class teacher for each target student 	<p><u>Mathematics</u></p> <p>Whole Cohort</p> <table border="1"> <thead> <tr> <th colspan="2">Number and % below</th> <th>2019</th> </tr> <tr> <th>End of</th> <th>2018</th> <th></th> </tr> </thead> <tbody> <tr> <td>Yr 1</td> <td>14 (34%)</td> <td></td> </tr> <tr> <td>Yr 2</td> <td>13 (30%)</td> <td>21 (28%)</td> </tr> <tr> <td>Yr 3</td> <td>19 (40%)</td> <td>13 (20%)</td> </tr> <tr> <td>Yr 4</td> <td>23 (33%)</td> <td>14 (22%)</td> </tr> <tr> <td>Yr 5</td> <td>41 (42%)</td> <td>17 (24%)</td> </tr> <tr> <td>Yr 6</td> <td>19 (30%)</td> <td>15 (16%)</td> </tr> <tr> <td>Yr 7</td> <td>42 (48%)</td> <td>13 (20%)</td> </tr> <tr> <td>Yr 8</td> <td></td> <td>22 (27%)</td> </tr> </tbody> </table> <p>Target Students: Year 2 (Below):</p>	Number and % below		2019	End of	2018		Yr 1	14 (34%)		Yr 2	13 (30%)	21 (28%)	Yr 3	19 (40%)	13 (20%)	Yr 4	23 (33%)	14 (22%)	Yr 5	41 (42%)	17 (24%)	Yr 6	19 (30%)	15 (16%)	Yr 7	42 (48%)	13 (20%)	Yr 8		22 (27%)	<p><u>Mathematics</u></p> <p>Through targeted teaching we accelerated the progress of the target students in most areas to achieve above our aim of 40%.</p> <p>Teachers were expected to teach 4 lessons a week with target students. In Years 5/6 and Year 7/8 resources used across the team were aligned with the NZ Curriculum.</p> <p>With target students senior classes focused on teaching 2-3 key strategies until they were consolidated.</p> <p>Group differentiated work was targeted to individual needs. Use of TA in class to support learning for some learners.</p>	<p><u>Mathematics</u></p> <p>Continue to track progress learners in Week 8 of each term.</p> <p>We have the maths leader and one teacher working on ALIM contract which is using a Teaching as Inquiry focus in mathematics. They will lead their teams in their inquiry looking at how to accelerate learning for target students.</p> <p>We need to complete our Maths review that was started at the end of 2019. Part of that review will be what teaching and learning in mathematics looks like at Marian. We need to look at how the Numeracy project is being used and how we can develop our Number</p>
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<ul style="list-style-type: none"> • From 15 boys to 4 boys • From 21 girls to 13 girls • 1 Maori girl and 1 Pasifika boy and 2 girls moved • 53% shift of targets <p>Year 3 (Below):</p> <ul style="list-style-type: none"> • From 8 boys to 4 boys • From 13 girls to 8 girls • 1 Maori and 1 Pasifika girl moved • 43% shift of targets <p>Year 4 (Below):</p> <ul style="list-style-type: none"> • From 9 boys to 7 boys • From 11 girls to 9 girls • 20% shift of targets <p>Year 5 (Below):</p> <ul style="list-style-type: none"> • From 14 boys to 8 boys • From 14 girls to 9 girls • 1 Maori boy and 3 Maori girls moved • 39% shift of targets <p>Year 6 (Below):</p> <ul style="list-style-type: none"> • From 15 boys to 3 boys • From 17 girls to 5 girls 	<p>expectations and the use of rich tasks.</p> <p>Numicon resources are being introduced through an RTLB referral in the Year 1/2 area and with teacher aides with the plan to extend this into the Year 3/4 team later in the year.</p>
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<ul style="list-style-type: none"> • 3 Maori boys and 1 Pasifika boy and girl moved • 75% shift of targets 					
<p>Year 7 (Below):</p> <ul style="list-style-type: none"> • From 9 boys to 7 boys • From 19 girls to 13 girls • 2 Pasifika girls moved • 29% shift of targets 					
<p>Year 8 (Below):</p> <ul style="list-style-type: none"> • From 27 boys to 15 boys • From 16 girls to 9 girls • 2 Maori boys and 1 Pasifika boy and 2 girls moved • 44% shift of targets 					
<p>Planning for next year:</p> <p>The 2020 Strategic Plan has goals/initiatives to address variances</p> <ul style="list-style-type: none"> • Carry out the Maths review to develop Maths plan and curriculum expectations • One position on ALiM. 					



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School Name:	Marian Catholic School	School Number 2094
Annual Aim:	<p><u>Reading:</u> Review and consolidate programmes, initiatives and interventions that accelerate learning in mathematics, writing and reading.</p>	
Target:	<p><u>Reading:</u> Reduce the number of students that are 'below' and identified as targets: Year 6 - 11 students Year 7 - 7 student Year 8 - 10 students</p>	
Baseline Data:	<p>The 2018 data shows: <i>Year 6 Reading - Total of 28 students were working below the expected level</i> - Boys 14, Girls 14, Māori 1 male, Pasifika 1 male and 4 female <i>Year 7 Reading - Total of 17 students were working below the expected level</i> - Boys 9, Girls 8, Māori 3 male and 1 female, Pasifika 2 male and 3 female</p>	

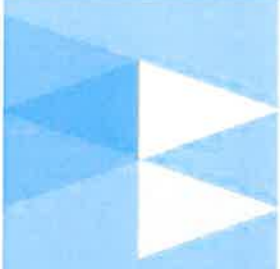


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Year 8 Reading - Total of 25 students were working below the expected level
- Boys 16, Girls 9, Māori 4 males, Pasifika 1 male and 2 female



Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>															
<p>READING</p> <p>For targeted students:</p> <ul style="list-style-type: none"> Barriers of learning identified for each student Individualised learning action plans developed with SENCO, AP and class teacher for each target student Regular running records for target students School wide expectations and systems for administering running records Quick 60 programme Yrs 1-6 STEPS spelling programme Yr 5-8 and International students 	<p>READING</p> <p>Reading: Whole Cohort</p> <p>- Number and % below</p> <table border="1" data-bbox="619 1171 949 1619"> <thead> <tr> <th>End of</th> <th>2018</th> <th>2019</th> </tr> </thead> <tbody> <tr> <td>Yr 5</td> <td>28 (29%)</td> <td></td> </tr> <tr> <td>Yr 6</td> <td>17 (27%)</td> <td>11 (12%)</td> </tr> <tr> <td>Yr 7</td> <td>25 (29%)</td> <td>4 (6%)</td> </tr> <tr> <td>Yr 8</td> <td></td> <td>15 (18%)</td> </tr> </tbody> </table> <p>Target Students:</p> <p>Year 6 (Below):</p> <ul style="list-style-type: none"> From 10 boys to 4 boys From 10 girls to 7 girls Both Maori boys moved to at 45% shift of targets <p>Year 7 (Below):</p> <ul style="list-style-type: none"> From 12 boys to 6 boys 	End of	2018	2019	Yr 5	28 (29%)		Yr 6	17 (27%)	11 (12%)	Yr 7	25 (29%)	4 (6%)	Yr 8		15 (18%)	<p>READING</p> <p>The students made good progress due to the targeted teaching and support programmes in place. We achieved above our targets of 40%.</p> <p>We have a large number of ESOL students who develop their vocabulary and grammar over their time at Marian which in turn lifts their reading achievement.</p> <p>Two Year 7/8 teachers for their inquiry worked as part of a doctoral research project on raising target older students' reading confidence and levels of achievement using word level intervention study. This was shared with the team.</p> <p>Target students had needs identified and teachers aimed</p>	<p>READING</p> <p>Continue to track progress learners in Week 8 of each term.</p> <p>The word intervention approach (Brain Gym) used by two teachers last year will be used across the Year 7/8 team.</p> <p>Integrate STEPS into the classroom programme.</p> <p>Continue with the Quick 60 programme as we have achieved very good results with this especially in the junior area, e.g. only 11/79 Year 2s below at the end of 2019, 1 Maori below out of 6 students and 1 Pasifika out of 6 students.</p>
End of	2018	2019																
Yr 5	28 (29%)																	
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<ul style="list-style-type: none"> • From 12 girls to 4 girls • 2 Maori girls and 2 Pasifika boys and 2 girls moved • 58% shift of targets <p>Year 8 (Below):</p> <ul style="list-style-type: none"> • From 24 boys to 11 boys • From 11 girls to 5 girls • 1 Maori and 1 Pasifika boy moved • 54% shift of targets 	<p>to work with them 3-4 times a week.</p> <p>Some target students in Year 5/6 did the Quick 60 reading programme.</p> <p>Groups were withdrawn to work with a teacher aide on the STEPS spelling programme.</p>	<p>Ensure regular running records are administered on target students to identify needs and reading behaviours.</p>
<p>Planning for next year:</p>		
<p>Year 2 and Year 7/8 teams will have a teacher lead them in accelerating literacy through ALL inquiry PD. Strategic focus in Years 2/3 in 2020.</p>		



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