



St Columba's Catholic School **MATHEMATICS: 2020**

St Columba's Catholic School is a learning community walking in the footsteps of Jesus to fulfill the key aspects of Mission, Education and Service.

School Name:	St Columba's Catholic School	School Number:	1944
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FOCUS AREA: MATHEMATICS

Strategic Aim:	<p>To design learning programmes and practice to further enhance the SCCS Learner</p> <p>For all students to be achieving their personal best in numeracy and literacy: Teacher inquiry is based on accelerating students who are achieving below expected curriculum expectations in numeracy and literacy, especially priority and target students.</p> <ul style="list-style-type: none"> English and Mathematics are priority areas, which are authentically integrated across the curriculum in well-planned programmes of learning. <p><i>(St Columba's School Graduate Profile)</i></p>
Annual Aim:	<p>2020 Aim: To increase the number of students achieving at and above expected curriculum levels in Mathematics to 80%.</p>
Target:	<p>Through analysing the achievement levels of students at the end of 2019 within phases of the NZ Curriculum against our achievement markers, priority Māori and Pacific nations students who were below expectations in Mathematics were identified with all team leaders and classroom teachers. Within the whole school data specific areas of concern were also identified and shared. These two groups were as follows:</p> <p>Maths Target Groups for 2020:</p> <p><u>Group 5:</u> To move the 17 Māori students, who at the end of 2019 were below curriculum expectations in Mathematics to at or above curriculum expectations in Mathematics</p> <p><u>Group 6:</u> To move the 9 Pacific students, who at the end of 2019 were below curriculum expectations in Mathematics to at or above curriculum expectations in Mathematics</p>

Tātaritanga raraunga

Baseline Data:

(Historical- past 2 years)

Main cohorts achieving at or above NZ Curriculum expectations in Mathematics:

77.2% of All students 2018	to	71% of All students 2019
77.5% of Māori students 2018	to	70% of Māori students 2019
78.3% of Pacific students 2018	to	72% of Pacific nations students 2019
77.2% of Boys 2018	to	74% of of Boys 2019
77.2% of Girls 2018	to	69% of Girls 2019

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>
<ol style="list-style-type: none"> 1. Whole school professional development through dedicated staff meetings, teacher only days and professional dialogue during team meetings about what acceleration means. 2. Before the academic year began. All teachers identified, through exploring the data, who their target students were in their class and set interim and end of year curriculum phase targets. 3. In term 1, Covid-19 level 4 lockdown necessitated a pedagogical shift in the way maths programmes were delivered. 4. Teachers utilised online resources, built rich learning tasks around these and devoted times for online meetings with students to work through mathematical learning 5. Mathematics specialist PD provider commissioned to spend time with team and 	<p><u>2020 Priority Target Group 5</u> (Māori students who were below end of 2019) 24% of this group made accelerated progress 4 students made accelerated progress. 8 students made chronological progress. 5 students have fallen further behind. *0 students left</p> <p><u>2020 Priority Target Group 6</u> (Pacific nations students who were below end of 2019) 0% of this group made accelerated progress 0 students made accelerated progress. 6 students made chronological progress. 2 students have fallen further behind. *1 students left</p> <p><u>General School Data – End 2020</u> <u>All Students:</u> 71% end 2019 69% end 2020</p>	<p><u>Reasons for the variance</u> <i>Why did it happen?</i></p> <p><u>Learning over lockdown:</u> Families with internet connection/device issues were identified and entered on to the MOE database as soon as it was available to do so. - 4% (17) students did not have devices that were usable during lockdown - 11% (51) students required hard pack learning materials</p> <p>Hard pack learning materials took some time to be delivered and, for a number of families. this did not happen for a number of weeks. Communications with teachers for these students was by phone and often via email through phone. State television played a role and was carefully woven in for those families who were waiting for learning packs from MOE. An ongoing challenge for a small number of students, for reasons</p>	<p><u>Evaluation</u> <i>Where to</i></p> <p>Preparedness for the eventuality of possibly further lockdown.</p> <p>Professional development through a Relationships Based Learning approach is planned for during 2021. Mathematics will be the context that is used schoolwide for this teacher learning. Using mathematics as the context provides upskilling in current effective pedagogies.</p> <p>In the past, the numeracy project was the basis of some class programmes. A shift has occurred and needs to be strengthened so that a rich and balanced Mathematics programme is evident in every classroom rather than numeracy. PaCT will begin to be utilised and this needs to be strengthened as a tool throughout the school, beginning with Team 4.</p>

Tātaritanga raraunga

<p>school leaders. Talked through our mathematics implementation plans and helped to tweak this. Spent time with the vast majority of teachers modelling mathematical thinking activities and to talk through enriching mathematics programmes.</p> <p>6. Applied for mathematics support via a PD application for supports for the school as we have identified this as being a major area of support needed. We have been unsuccessful and have received no MOE supports for this.</p>	<p>Variance to target: -11%</p> <p><u>Māori students:</u> 70% end 2019 69.7 end 2020</p> <p><u>Pacific nations students:</u> 72% end 2019 56.3% end 2020</p> <p><u>Boys:</u> 74% end 2019 69.1% end 2020</p> <p><u>Girls:</u> 69% end 2019 68.1% end 2020</p>	<p>unknown, was a lack of engagement with their class teachers.</p> <p>Traditional classroom practice needed to be reshaped into a digital focus. This meant that learning in new contexts was a feature for both students and teachers. The cognitive load for both teachers and students was significant during 2020.</p> <p>Feedback from teachers was that Mathematics was a challenging area for instructional teaching during lockdown. It was also an area where students who did not have access to online learning, or sharing of devices seemed to provide higher levels of stress.</p> <p>Post lockdown, student (and teacher) well-being was a priority. The Arts became an important vehicle during this period and Maths was integrated into classroom programmes.</p>	<p>Continued focus and resourcing to be allocated for Mathematics.</p>
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Planning for 2021:

Priority Target Groups:

110 current students (Years 1-8) who are below expected curriculum levels have been identified as requiring a differentiated learning programme within the classroom in 2021. Of these 110 students that are below curriculum level expectation, priority learners have been identified.

Priority Mathematics: **29 students:** Including 16 Māori students and 13 Pacific nations students.

Targets:

- To accelerate the progress of at least 7 of the 16 Māori students (40%) by two curriculum phases by the end of 2021, who at the end of 2020 were below curriculum expectations in Mathematics with the remaining students making chronological progress.
- To accelerate the progress of at least 5 of the 13 Pacific nations students (40%) by two curriculum phases by the end of 2021, who at the end of 2020 were below curriculum expectations in Mathematics with the remaining students making chronological progress.

2021 Actions:

- As a whole staff, explore the school-wide data, highlighting cohorts of concern and discussing possible solutions.
- In teams, priority target groups will be discussed, children identified and benchmark achievement signposts set for both mid and end of year achievement.
- Teams will formulate agreements about the learning conversations to take part at individual and team level regarding progress, identifying barriers etc.
- PaCT will be used by Team 4 to develop a more cohesive and consistent approach to formative assessment for next learning steps in the senior school.
- Early focus on setting up processes for on-line learning should further lockdowns eventuate, including identifying families who were not engaged during those periods, exploring why and working to minimise any identified barriers.
- Specific exploration of rich learning experiences that will encourage all families to engage should we go back into a lock-down situation.
- To continue to engage the services of a maths provider and resource to ensure PD is accessible to all.



St Columba's Catholic School **WRITING: 2020**

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FOCUS AREA: WRITING

Strategic Aim:	<p>To design learning programmes and practice to further enhance the SCCS Learner</p> <p>For all students to be achieving their personal best in numeracy and literacy:</p> <ul style="list-style-type: none"> • Teacher inquiry is based on accelerating students who are achieving below expected curriculum expectations in numeracy and literacy, especially priority and target students. • English and Mathematics are priority areas, which are authentically integrated across the curriculum in well-planned programmes of learning. <p><i>(St Columba's School Graduate Profile)</i></p>
Annual Aim:	<p>By the end of 2020: To increase the number of students writing at and above expected curriculum levels to 80%</p>
Target:	<p>Through analysing the achievement levels of students at the end of 2019 within phases of the NZ Curriculum against our achievement markers, priority Māori and Pacific nations students who were below expectations in Writing were identified with all team leaders and classroom teachers. Within the whole school data specific areas of concern were also identified and shared. These two groups were as follows:</p> <ul style="list-style-type: none"> • <u>Priority Target Group 3:</u> To move the 21 Māori students, who at the end of 2019 were below curriculum expectations in Writing to at or above curriculum expectations in Writing • <u>Priority Target Group 4:</u> To move the 15 Pacific nations students, who at the end of 2019 were below curriculum expectations in Writing to at or above curriculum expectations in Writing



<p>Baseline Data: (Historical- past 2 years)</p>	<p>Main cohorts achieving at or above National Standards in Writing as at the end of 2019:</p> <ul style="list-style-type: none"> • 69.2% of All students 2018 to 63.4% of All students 2019 • 73.1% of Māori students 2018 to 59.6% of Māori students 2019 • 67.4% of Pacific nations students 2018 to 58% of Pacific nations students 2019 • 61.6% of Boys 2018 to 56.6% of Boys 2019 • 75.7% of Girls 2018 to 69.3% of Girls 2019
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Actions

What did we do?

1. Whole school professional development through dedicated staff meetings, teacher only days and professional dialogue during team meetings about what acceleration means for Writing in terms of curriculum phase movements.
2. Before the academic year began. all teachers identified, through exploring the data, who their target Writing students were in their class and set interim and end of year curriculum phase targets.
3. Through the Senior Leadership team, all priority target students in Writing were shared, along with interim and end of year targets.
4. In term 1, Covid-19 Level 4 lockdown necessitated a pedagogical shift in the

Outcomes

What happened?

2020 Priority Target Group 3 (Māori students who are below)

33% of this group made accelerated progress

- 7 students made accelerated progress.
- 7 students made chronological progress.
- 6 students have fallen further behind.
- *1 student left the school

2019 Priority Target Group 4 (Pacific nations students who are below)

40% of this group made accelerated progress

- 6 students made accelerated progress.
- 6 students made chronological progress.
- 1 student has fallen further behind.
- *2 students left

General School Data – End 2020

Reasons for the variance

Why did it happen?

Learning over lockdown:

- Families with internet connection/device issues were identified and entered on to the MOE database as soon as it was available to do so.
- 4% (17) students did not have devices that were usable during lockdown
- 11% (51) students required hard pack learning materials

Hard pack learning materials took some time to be delivered and, for a number of families. this did not happen for a number of weeks. Communications with teachers for these students was by phone and often via email through phone. State television played a role and was carefully woven in for those families who were waiting for learning packs from MOE.

Evaluation

Where to

Preparedness for the eventuality of possibly further lockdown.

Further foundational skills in Structured Literacy approaches were laid down in the final months of 2020. This will be the foundation for further progress in teacher learning and student achievement.

Deliberate alignment of teacher practice is explicitly planned for through professional development.

Tātaritanga raraunga



way Writing programmes were delivered.

- Through working with our PD provider we focussed on building knowledge, practice, appropriate assessments, and resources for structured literacy. The outcome has been the development of school-wide systems for school-wide assessment and explicit teaching of identified gaps.

All Students:

63.4% end 2019

64.2% end 2020

Variance to target: -15.8%

Māori students:

59.6% end 2019

57.8% end 2020

Pasifika students:

58% end 2019.

73% end 2020

Boys:

56.6% end 2019

56.9% end 2020

Girls:

69.3% end 2019

70.9% end 2020

An ongoing challenge for a small number of students, for reasons unknown, was a lack of engagement with their class teachers.

Traditional classroom practice needed to be reshaped into a digital focus. This meant that learning in new contexts was a feature for both students and teachers. The cognitive load for both teachers and students was significant during 2020.

Writing seemed to be the area that teachers had the most difficulty in maintaining quality instructional delivery during this challenging period.

Planning for next year:

Priority Target Groups:

124 current students (Years 1-8) who are below expected curriculum levels have been identified as requiring a differentiated learning programme within the classroom in 2021. Of these 124 students that are below curriculum level expectation, priority learners have been identified.



Priority Writing: **35 students:** Including 26 Māori students and 9 Pacific nations students

Targets:

- To accelerate the progress of at least 10 of the 26 Māori students (40%) by two curriculum phases by the end of 2021, who at the end of 2020 were below curriculum expectations in Writing with the remaining students making chronological progress.
- To accelerate the progress of at least 4 of the 9 Pacific nations students (40%) by two curriculum phases by the end of 2021, who at the end of 2020 were below curriculum expectations in Writing with the remaining students making chronological progress.

2021 Actions:

- As a whole staff, explore the school-wide data, highlighting cohorts of concern and discussing possible solutions.
- In teams, priority target groups will be discussed, children identified and benchmark achievement signposts set for both mid and end of year achievement.
- Teams will formulate agreements about the learning conversations to take part at individual and team level regarding progress, identifying barriers etc.
- Early professional development focussing on literacy progressions and aligning to the work of the Kahui Ako.
- Early focus on setting up processes for on-line learning should further lockdowns eventuate, including identifying families who were not engaged during those periods, exploring why and working to minimise any identified barriers.
- Board resources have been released to engage Learning Matters to continue with the professional development around Structured Literacy. This is a school wide intervention.
- It is intended that systems, processes and programmes are reviewed so that these are aligned schoolwide. This will minimise the need for students to adjust to differing practices each year, thus enhancing transitions to new classes/teams.
- All teachers and teacher aides will take part in further professional development including; alignment of best practices and moderation of student work.



St Columba's Catholic School **READING: 2020**

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FOCUS AREA: READING

Strategic Aim:	<p>To design learning programmes and practice to further enhance the SCCS Learner</p> <p>For all students to be achieving their personal best in numeracy and literacy:</p> <ul style="list-style-type: none"> • Teacher inquiry is based on accelerating students who are achieving below expected curriculum expectations in numeracy and literacy, especially priority and target students. • English and Mathematics are priority areas, which are authentically integrated across the curriculum in well-planned programmes of learning. <p><i>(St Columba's School Graduate Profile)</i></p>
Annual Aim:	<p>By the end of 2020: To increase the number of students reading at and above expected curriculum levels to 80%</p>
Target:	<p>Through analysing the achievement levels of students at the end of 2019 within phases of the NZ Curriculum against our achievement markers, priority Māori and Pacific nations students who were below expectations in Reading were identified with all team leaders and classroom teachers. Within the whole school data specific areas of concern were also identified and shared. These two groups were as follows:</p> <ul style="list-style-type: none"> • <u>Priority Target Group 1:</u> To move the 16 Māori students, who at the end of 2019 were below curriculum expectations in Reading to at or above curriculum expectations in Reading • <u>Priority Target Group 2:</u> To move the 10 Pacific nations students, who at the end of 2019 were below curriculum expectations in Reading to at or above curriculum expectations in Reading



Baseline Data: (Historical- past 2 years)	Main cohorts achieving at or above expected Reading levels as at the end of 2019:			
	78.7% of All students 2018	to	73.1% of All students 2019	
	78.5% of Māori students 2018	to	69.9% of Māori students 2019	
	78.3% of Pacific nations students 2018	to	68% of Pacific nations students 2019	
	79% of Boys 2018	to	72% of Boys 2019	
	78.4% of Girls 2018	to	74% of Girls 2019	

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>
<ol style="list-style-type: none"> Whole school professional development through dedicated staff meetings, teacher only days and professional dialogue during team meetings about what acceleration means for reading in terms of curriculum phase movements. Before the academic year began. all teachers identified, through exploring the data, who their target reading students were in their class and set interim and end of year curriculum phase targets. Through the Senior Leadership team, all priority target students in reading were shared, along with interim and end of year targets. In term 1, Covid-19 Level 4 lockdown necessitated a pedagogical shift in the way reading programmes were delivered. 	<p><u>2020 Priority Target Group 1</u> (Māori students who are below) 25% of this group made accelerated progress</p> <p>4 students made accelerated progress. 8 students made chronological progress. 4 students have fallen further behind. *0 students left</p> <p><u>2020 Priority Target Group 2</u> (Pacific nations students who are below) 50% of this group made accelerated progress</p> <p>5 students made accelerated progress. 4 students made chronological progress. 0 students have fallen further behind. *1 students left</p> <p><u>General School Data – End 2020</u> <u>All Students:</u> 73.1% end of 2019 77.2% end of 2020</p>	<p><u>Learning over lockdown:</u> Families with internet connection/device issues were identified and entered on to the MOE database as soon as it was available to do so. - 4% (17) students did not have devices that were usable during lockdown - 11% (51) students required hard pack learning materials</p> <p>Hard pack learning materials took some time to be delivered and, for a number of families. this did not happen for a number of weeks. Communications with teachers for these students was by phone and often via email through phone. State television played a role and was carefully woven in for those families who were waiting for learning packs from MOE. An ongoing challenge for a small number of students, for reasons unknown, was a lack of engagement with their class teachers.</p>	<p>Preparedness for the eventuality of possibly further lockdown.</p> <p>Further foundational skills in Structured Literacy approaches were laid down in the final months of 2020. This will be the foundation for further progress in teacher learning and student achievement.</p> <p>Deliberate alignment of teacher practice is explicitly planned for through professional development.</p>



5. Teachers utilised online resources, built rich learning tasks around these and devoted times for online meetings with students to work through mathematical learning as best they could.

Variance to target: -2.8%

Māori students:

69.9% end of 2019
71.9% end of 2020

Pasifika students:

68% end of 2019
75% end of 2020

Boys:

72% end of 2019
76.2% end of 2020

Girls:

74% end of 2019
78.1% end of 2020

Traditional classroom practice needed to be reshaped into a digital focus. This meant that learning in new contexts was a feature for both students and teachers. The cognitive load for both teachers and students was significant during 2020.

Reading seemed to be an area, where, during the lockdown period, most families continued to engage with literature. Feedback from teachers, post lock-down, was that many of the students maintained or made progress with reading levels.

Planning for next year:

Priority Target Groups: 79 current students (Years 1-8) who are below expected curriculum levels have been identified as requiring a differentiated learning programme within the classroom in 2021. Of these 79 students that are below curriculum level expectation, priority learners have been identified.

Priority Reading: **22 students:** Including 15 Māori students and 7 Pacific nations students.



Targets:

1. To accelerate the progress of at least 6 of the 15 Māori students (40%) by two curriculum phases by the end of 2021, who at the end of 2020 were below curriculum expectations in Reading with the remaining students making chronological progress.
2. To accelerate the progress of at least 3 of the 7 Pacific nations students (40%) by two curriculum phases by the end of 2021, who at the end of 2020 were below curriculum expectations in Reading with the remaining students making chronological progress.

2021 Actions:

- As a whole staff, explore the school-wide data, highlighting cohorts of concern and discussing possible solutions.
- In teams, priority target groups will be discussed, children identified and benchmark achievement signposts set for both mid and end of year achievement.
- Teams will formulate agreements about the learning conversations to take part at individual and team level regarding progress, identifying barriers etc.
- Early professional development focussing on literacy progressions and aligning to the work of the Kahui Ako.
- Early focus on setting up processes for on-line learning should further lockdowns eventuate, including identifying families who were not engaged during those periods, exploring why and working to minimise any identified barriers.
- Board resources have been released to engage Learning Matters to continue with the professional development around Structured Literacy. The purchase of decodable texts will be a priority in 2021 on. This is a school wide intervention.
- It is intended that systems, processes and programmes are reviewed so that these are aligned schoolwide. This will minimise the need for students to adjust to differing practices each year, thus enhancing transitions to new classes/teams.
- All teachers and teacher aides will take part in further professional development including; alignment of best practices and moderation of student work.