



School Priority	✓
Govt Priority	✓

## REVIEW

### LITERACY – READING/WRITING ACHIEVEMENT TARGET 2 2018

**QUALIFICATION:** NEW ZEALAND CURRICULUM

**STRATEGIC GOAL:** To continue to pursue excellence and raise the overall level of academic performance across the college.

**SUB GOAL:** Using a planned approach, establish common practices, tools and strategies for ensuring that students at all levels and in all curriculum levels, increase literacy success.

**BASE DATA:** In 2017:

- 24 Year 9 Students were monitored and strategies put in place as part of the 2017 targets.
- Data collected from HOD English and HOD ESOL identify junior literacy in some students as well below curriculum level.
- Students identified as ELLP level 2 in Year 7-10 have a higher risk of being unsuccessful in NCEA Level 1,2,3.

**TARGET SET:** Year 7-10 students identified in 2018 as ‘below’ Curriculum level achievement in reading and writing will make accelerated progress measured by professional judgment and multiple reliable testing measures e.g. ELLP, e-asTTle, PAT testing. Priority Learners (Maori and Pasifika, ESOL, Learning needs, boys) will be identified to ensure accelerated progress is made by these students.

QUALITY ACTION REQUIRED	RESPONSIBILITY & MONITORING	TIMEFRAME	EXPECTED OUTCOME
<ul style="list-style-type: none"> <li>All students who are well below or below curriculum standard in 2018 that attended Sancta Maria College in 2017 are identified.</li> </ul>	HOD ESOL HOD English	Term One	<ul style="list-style-type: none"> <li>Students identified</li> </ul>
<ul style="list-style-type: none"> <li>All students in Year 7-10 who have joined Sancta Maria College in 2018 will be PAT tested by their English teachers to identify any students that are below Level 3 and 4 of the New Zealand Curriculum</li> </ul>	HOD English Relevant English Teachers HOD ESOL	Term One	<ul style="list-style-type: none"> <li>Current achievement identified</li> </ul>
<ul style="list-style-type: none"> <li>Newly enrolled 2018 students who are below Curriculum will be identified and placed on the at risk targeted list</li> </ul>	HOD English Relevant English Teachers Year level Dean HOD ESOL	Term One	<ul style="list-style-type: none"> <li>Students identified</li> </ul>
<ul style="list-style-type: none"> <li>All students who have been formally identified as below curriculum level will be placed in language support.</li> </ul>	HOD ESOL HOD Learning Support Deputy Principal – Teaching and Learning	Term One	<ul style="list-style-type: none"> <li>Students timetable include language support</li> </ul>
<ul style="list-style-type: none"> <li>Timetable measures will be put in place to ensure language support classes and ESOL language classes are offered from 7-10</li> </ul>	HOD ESOL HOD Learning Support Deputy Principal – Curriculum / Timetable	Term One	<ul style="list-style-type: none"> <li>Yr 7-10 Language support and Yr7-10 ESOL classes offered to students identified.</li> </ul>
<ul style="list-style-type: none"> <li>Data will be compared to ensure all students have been formally identified have been placed in language support</li> </ul>	Deputy Principal – Curriculum HOD ESOL HOD English HOD Learning Support	Term One	<ul style="list-style-type: none"> <li>Any students who have not been placed are identified and placed in Language support</li> </ul>

QUALITY ACTION REQUIRED	RESPONSIBILITY & MONITORING	TIMEFRAME	EXPECTED OUTCOME
<ul style="list-style-type: none"> <li>Literacy Consultant funded by MOE conducts a literacy audit at Sancta Maria to identify good practice, collate and share good practice and identify missed opportunities.</li> </ul>	HOD English DP – Teaching and Learning	Term One	<ul style="list-style-type: none"> <li>Literacy Audit establishes next steps for improving literacy achievement and support at Sancta Maria College.</li> </ul>
<ul style="list-style-type: none"> <li>Literacy Consultant will work with PLG facilitators, whole staff and one to one departments to increase literacy learning strategies across the school</li> </ul>	HOD English HOD ESOL PLG Facilitators HOD Departments	Term One	<ul style="list-style-type: none"> <li>Professional learning of teachers will take place across the school to increase literacy learning strategies</li> </ul>
<ul style="list-style-type: none"> <li>All data collated through testing will be given to staff to inform teaching and learning strategies.</li> </ul>	HOD English HOD ESOL Teachers	Term One	<ul style="list-style-type: none"> <li>Teaching and learning strategies will be implemented to meet individual needs of students who are at risk.</li> </ul>
<ul style="list-style-type: none"> <li>A meeting with all concerned parties to establish a data matrix that allows the tracking of these students throughout their schooling from Yr7-13</li> </ul>	HOD ESOL HOD Learning Support Teachers Deputy Principal – Teaching and Learning Deputy Principal – Curriculum Deputy Principal – Data HOD English HOD Year 7 & 8	Term One	<ul style="list-style-type: none"> <li>Data is formally entered and tracked and accessible to all staff</li> </ul>



QUALITY ACTION REQUIRED	RESPONSIBILITY & MONITORING	TIMEFRAME	EXPECTED OUTCOME
<ul style="list-style-type: none"> <li>Staff professional learning groups will be used as a vehicle to focus on literacy strategies. Including implementation of SOLO as a common language-thinking frame that literacy strategies will sit within.</li> </ul>	DP – Teaching and Learning Expert PLG Facilitators	Term One- Four	<ul style="list-style-type: none"> <li>Teachers will be provided professional learning</li> </ul>
<ul style="list-style-type: none"> <li>Recommendations are identified and targets set from Literacy Audit</li> </ul>	HOD English DP – Teaching and Learning HOD ESOL DP – Curriculum	Term One and Term Two.	<ul style="list-style-type: none"> <li>Targets set from Literacy audit recommendations</li> </ul>
<ul style="list-style-type: none"> <li>A meeting takes place with all teachers of these identified students to unpack and have a shared understanding of the data</li> <li>Ensure accurate literacy data is gathered, analysed and used to drive teaching as inquiry and plan next learning steps e.g. e-asTTle, PAT</li> </ul>	HOD ESOL HOD Learning Support All Identified Teacher HOD English Year 9 or 10 Dean	Term Two	<ul style="list-style-type: none"> <li>A shared understanding of students results and student learning needs is held between all teachers of these students</li> </ul>
<ul style="list-style-type: none"> <li>Key Teaching staff meet and collaborate and form shared actions and next learning step strategies to promote identified students accelerated progress</li> </ul>	HOD ESOL HOD Learning Support Deputy Principal – Teaching and Learning Deputy Principal – Curriculum Deputy Principal – Data HOD Yr 7/8 HOD English	Term Two	<ul style="list-style-type: none"> <li>Shared actions are formed and consistent/cooperative learning steps are consistent cooperative are formed</li> </ul>
<ul style="list-style-type: none"> <li>Identified students will participate in Write that essay training and will utilise this tool in a range of learning areas.</li> </ul>	Identified Students Deputy Principal – Teaching and Learning	Term Two	<ul style="list-style-type: none"> <li>Students will develop and utilise the write that essay learning tool.</li> </ul>



QUALITY ACTION REQUIRED	RESPONSIBILITY & MONITORING	TIMEFRAME	EXPECTED OUTCOME
<ul style="list-style-type: none"> <li>Year 8 Teachers will participate in on-going professional learning centred round teaching and learning and the use of literacy tools including 'write that essay'.</li> </ul>	Year 8 Teachers Deputy Principal – Teaching and Learning HOD English	Throughout the year	<ul style="list-style-type: none"> <li>Teachers will develop knowledge and skills utilising the write that essay learning tool.</li> </ul>
<ul style="list-style-type: none"> <li>Identified students are surveyed regarding reading habits</li> </ul>	HOD English	Term Two	<ul style="list-style-type: none"> <li>HOD English will have solid data regarding students reading patterns</li> </ul>
<ul style="list-style-type: none"> <li>Parents of identified students will be surveyed about their child's reading habits</li> </ul>	HOD English	Term Two	<ul style="list-style-type: none"> <li>HOD English will have solid data from parents regarding their child's reading habits.</li> </ul>
<ul style="list-style-type: none"> <li>Meet and/or inform caregivers and the students of their child's learning needs and make targets to support their learning at home.</li> <li>Work with parents around ways to support students' learning so that parents are more confident in helping their children and communicating with teachers. Teachers gain a knowledge of their students and can personalise their teaching programmes.</li> </ul>	Dean Learning Support Homeroom Teachers	Term Two	<ul style="list-style-type: none"> <li>Parents informed of child's progress and next steps to support child at home.</li> </ul>
<ul style="list-style-type: none"> <li>Establish regular meetings and a process system that tracks and monitors the progress of targeted students at regular intervals</li> </ul>	Dean Deputy Principal – Curriculum Relevant Subject Teachers Homeroom Teachers	Term Two	<ul style="list-style-type: none"> <li>Regular meetings and tracking will occur</li> </ul>
<ul style="list-style-type: none"> <li>Analyse and reflect in the year-end data to inform progress and planning for the following year.</li> </ul>	Homeroom Teachers Relevant Teachers HOD ESOL Dean	Term Four	<ul style="list-style-type: none"> <li>Data is analysed and recommendations are made for 2019.</li> </ul>

## 2018 ANALYSIS of VARIANCE

ACTUAL OUTCOMES	ANALYSIS – reason(s) for variance	EVALUATION – Next Steps / Further Development
<p><b>TARGET 2</b>            Year 7-10 students identified in 2018 as 'below' Curriculum level achievement in reading and writing will make accelerated progress measured by professional judgment and multiple reliable testing measures e.g. ELLP, e-asTTle, PAT testing.            Priority Learners (Maori and Pasifika, ESOL, Learning needs, boys) will be identified to ensure accelerated progress is made by these students.</p>		
<p><b>DATA – RESULTS</b>            All students who were identified as 'below' Curriculum level achievement in reading and writing did make will progress measured by professional judgment and multiple reliable testing measures.            Some students made greater accelerated progress than others individual analysis of Year groups progress has been collated by Year 7.8 HOD and Learning support HOD and HOD of ESOL and HOD of English.</p>		
<ul style="list-style-type: none"> <li>All students who are well below or below curriculum standard in 2018 that attended Sancta Maria College in 2017 are identified.</li> </ul>	Happened through scanning of existing data and through teacher referrals.	PAT Testing needs to occur school wide with Year 7/8/9/10. Assess the same factors every year to monitor student progress
<ul style="list-style-type: none"> <li>All students in Year 7-10 who have joined Sancta Maria College in 2018 will be PAT tested by their English teachers to identify any students that are below Level 3 and 4 of the New Zealand Curriculum</li> </ul>	This testing occurred for students and was very useful. Some instruction was given to all staff around how to access this information and view a spreadsheet of PAT information for your specific class in order that data should be used by wider staff.	Further and regular instruction is needed for all staff as many still don't seem to know how to access PAT data. Staff will need regular on-going professional learning.



ACTUAL OUTCOMES	ANALYSIS – reason(s) for variance	EVALUATION – Next Steps / Further Development
<ul style="list-style-type: none"> <li>Newly enrolled 2018 students who were below Curriculum were identified and placed on the at risk targeted list</li> </ul>	<p>HoD ESOL got writing samples and vocab scores from every new enrolment from Y7-13. ELLs were identified and put into support groups where needed. Where concern was noted about a domestic student, information was passed to HOD Learning Support. All staff received a summary document which also flagged students who were borderline and who were needing to be monitored as they may require support. Information was placed in Kamar so all teachers could access this information.</p>	
<ul style="list-style-type: none"> <li>All students who were formally identified as below curriculum level were placed in language support.</li> </ul>	<p>This action did occur. However, there were changes to the delivery of Y7 and 8 LAN under new HOD Learning Support. STEPS reading programme was implemented. It was most suitable for students with the lowest PATs and these students were picked up. Others for whom it was not suitable were not picked up but class teachers monitored them.</p> <p>ELLs were picked up and supported by ENL classes at Y7 and Y8. ELLP testing was the main source of data gathered and provided basis for recommendations for support. This needs to be used alongside PATs, STAR testing and other sources of information in 2019 in order to ensure greater accuracy of identification of students requiring support in 2020.</p>	<p>Year 7 and 8 LAN in 2019 will go back to being single class with teacher instruction. This will allow closer monitoring of all students. The well below curriculum and slightly below.</p> <p>Year 7 and 8 English will be blocked at the same time as 7/8 LAN and 7/8 ESOL. All instruction will take place and students who have been identified and who need support will move to these classes</p>



ACTUAL OUTCOMES	ANALYSIS – reason(s) for variance	EVALUATION – Next Steps / Further Development
<ul style="list-style-type: none"> <li>Timetable measures will be put in place to ensure language support classes and ESOL language classes are offered from 7-10</li> </ul>	<p>There was a new class opened in 2018- 9ENL. There were sufficient numbers coming up from 8ENL to warrant the class. However, by end of Term 2, strategies being used to help students were essentially the same as would have been used in the 9LAN class. At the same time, numbers in 9LAN had dropped. For 2019, it was considered better not to continue with 9ENL as the students could have been catered for in 9LAN and it seemed a waste of resources to continue running 9ENL</p> <p>As mentioned above, provision for Y7 and 8 LAN changed from the small group teaching method to use of STEPS reading programme. This allowed for targeted tuition for the students using the programme, but also meant some identified students didn't receive any provision.</p>	<p>Year 7 and 8 LAN in 2019 will go back to being single class with teacher instruction. This will allow closer monitoring of all students. The well below curriculum and slightly below.</p> <p>Year 7 and 8 English will be blocked at the same time as 7/8 LAN and 7/8 ESOL. All instruction will take place and students who have been identified and who need support will move to these classes</p>
<ul style="list-style-type: none"> <li>Data was compared to ensure all students had been formally identified and placed in language support</li> </ul>	<p>Data was collected and referrals made. Not all referred students ended up with support, particularly at Y7 and 8 due to the change towards STEPS.</p> <p>This was completed at Year 9 and 10.</p>	<p>Year 7 and 8 English will be blocked at the same time as 7/8 LAN and 7/8 ESOL. All instruction will take place and students who have been identified and who need support will move to these classes</p>
<ul style="list-style-type: none"> <li>Literacy Consultant funded by MOE conducts a literacy audit at Sancta Maria to identify good practice, collate and share good practice and identify missed opportunities.</li> </ul>	<p>Literacy audit was useful. A key finding was that oral language opportunities were insufficient across a big subsection of the school. The audit showed that some teachers were doing very well at unpacking language for students and helping them access course materials and content, but there were some that were doing less well.</p> <p>HODs had the opportunity to meet with consultant to find out specifics of the audit pertaining to their department and staff, with a view to working towards improving this.</p> <p>2018 had teacher focus on all professional learning regarding literacy within each curriculum</p>	<p>2019 will have continued focus of Literacy within Teacher professional learning</p>

ACTUAL OUTCOMES	ANALYSIS – reason(s) for variance	EVALUATION – Next Steps / Further Development
<ul style="list-style-type: none"> <li>Literacy Consultant will work with PLG facilitators, whole staff and one to one departments to increase literacy learning strategies across the school</li> </ul>	<p>This was only moderately successful. HoDs had the chance to meet with consultant in order to receive feedback about audit findings and recommendations for next steps. The focus by HOD's to implement literacy strategies was inconsistent.</p> <p>Consultant did not link into PLG facilitators. However, the PLG focus on ELLs and ESOL literacy strategies aligned with messages coming from consultant.</p> <p>HODs could request one-to-one time for individual staff members with the consultant where they saw it being of value. A number of departments accessed the literacy consultant.</p>	
<ul style="list-style-type: none"> <li>All data collated through testing will be given to staff to inform teaching and learning strategies.</li> </ul>	<p>Information about ELLP data for international students and weakest migrant ELLs was made available on the Notes section of KAMAR.</p> <p>PAT information was available through KAMAR.</p> <p>Specific information about students with learning needs was available through the T-Drive in the Learning Support folder.</p> <p>IEPs were also available here (as well as teachers being invited to be part of IEP meetings and development.)</p>	<p>Teachers need to receive on-going instruction about accessing PAT and other individual student data. This data will allow teachers to have greater ability to effectively plan teaching and learning specific to the needs of their students.</p>
<ul style="list-style-type: none"> <li>A meeting with all concerned parties to establish a data matrix that allows the tracking of these students throughout their schooling from Yr7-13</li> </ul>	<p>This did not occur and will need to be a focus for 2019</p>	<p>2019 every 3 weeks deans, Yr7-10 Deputy principal, RTLB, Literacy coordinator, HOD Learning support, HOD Year 7/8 will meet to coordinate and discuss all academically students who are below or well-below curriculum.</p>
<ul style="list-style-type: none"> <li>Staff professional learning groups were used as a vehicle to focus on literacy strategies. Including implementation of SOLO as a common language-thinking frame that literacy strategies will sit within.</li> </ul>	<p>PLG focussed more on ESOL pedagogies than on SOLO. However, Y7 and 8 staff worked together to begin to implement use of SOLO to support literacy, with support from HOD English.</p>	<p>Literacy will continue to be a focus in 2019 through professional learning groups.</p>



ACTUAL OUTCOMES	ANALYSIS – reason(s) for variance	EVALUATION – Next Steps / Further Development
<ul style="list-style-type: none"> <li>Recommendations were identified and targets set from Literacy Audit</li> </ul>	Reviewed above	
<ul style="list-style-type: none"> <li>A meeting took place with all teachers of these identified students to unpack and have a shared understanding of the data</li> <li>Ensure accurate literacy data is gathered, analysed and used to drive teaching as inquiry and plan next learning steps e.g. e-asTTle, PAT</li> </ul>	<p>This occurred and printed summaries were made available to all staff.</p> <p>This was completed</p>	Teachers need to receive on-going instruction about accessing PAT and other individual student data. This data will allow teachers to have greater ability to effectively plan teaching and learning specific to the needs of their students.
<ul style="list-style-type: none"> <li>Key Teaching staff met and collaborate and form shared actions and next learning step strategies to promote identified students accelerated progress</li> </ul>	Meetings occurred in Term 2. However, meetings did not occur in Term 3.	Direction must come from Deputy Principal to coordinate these meetings and allow time for teachers to unpack successful strategies across the curriculum. This will occur in 2019 through extended homeroom time.
<ul style="list-style-type: none"> <li>Identified students participate in Write that essay training and will utilise this tool in a range of learning areas.</li> </ul>	Unsuccessful. Teachers weren't convinced of the value of write that essay and pick up of the tool was low. Not being pursued in 2019.	This is disappointing that this tool is not being implemented but the tool requires teachers to invest time in the tool to become an expert and teachers did not invest enough time to allow this to happen.
<ul style="list-style-type: none"> <li>Year 8 Teachers did participate in on-going professional learning centred round teaching and learning and the use of literacy tools including 'write that essay'.</li> </ul>	This did not occur. Instead, Year 7/8 teachers focussed on SOLO and student agency using the context of literacy focus.	Continuation of SOLO and student agency will occur in 2019
<ul style="list-style-type: none"> <li>Identified students were surveyed regarding reading habits</li> </ul>	This did occur. However data was not analysed in order to set targets	Set Reading targets for students in 2019
<ul style="list-style-type: none"> <li>Parents of identified students were surveyed about their child's reading habits</li> </ul>	Draft survey was created however was not sent out to parents	Send out survey to parents. Analyse data, Set targets



ACTUAL OUTCOMES	ANALYSIS – reason(s) for variance	EVALUATION – Next Steps / Further Development
<ul style="list-style-type: none"> <li>Meeting and/or inform caregivers and the students of their child's learning needs and make targets to support their learning at home.</li> <li>Collaboration with parents and whānau around ways to support students' learning so that parents were more confident in helping their children and communicating with teachers, and teachers gained a better understanding of their students and used this knowledge to personalise their teaching programmes.</li> </ul>	<p>Changes made to school reports provided a succinct but useful set of information for parents regarding progress across the board. Requests for all parents of at-risk learners was included in school reports in Term 1. This was followed up by personal contact by teachers where necessary. Some teachers regarding student progress throughout the year made greater contact. However, inconsistent from all staff</p>	<p>Greater consistency of all staff making contact with parents and whanau</p>
<ul style="list-style-type: none"> <li>Establish regular meetings and a process system that tracks and monitors the progress of targeted students at regular intervals</li> </ul>	<p>Meetings did occur regarding student progress but they were not consistent.</p>	<p>2019 every 3 weeks deans, Yr7-10 Deputy principal, RTLB, Literacy coordinator, HOD Learning support, HOD Year 7/8 will meet to coordinate and discuss all academically students who are below or well-below curriculum.</p>
<ul style="list-style-type: none"> <li>Analysis and reflection of the year-end data was completed and decisions were made to inform progress and planning for the following year.</li> </ul>	<p>This did occur and will shape 2019 classes, teaching, and learning strategies.</p>	

## EVALUATION – WHERE TO NEXT

- All students in Year 7-10 were tested by their English teachers for curriculum level achievement at the start of term 1.
- All students who were formally identified as below or well below were placed in Language Support or ESOL classes.
- Regular meetings with Pastoral team was established to track pastoral needs and comparison of learning needs.
- HoD ESOL attended Y7 and 8 team meeting to give teachers greater understanding of how to interpret ESOL vocabulary information.
- Our whole staff participated in on-going professional learning centred around teaching and learning through PLGs in 2018. A large proportion of the disseminated information and learning activities were based around ESOL pedagogies. Teachers were made well familiar with the principles that underpin teaching ELLs and were widely exposed to information available on ESOL online.
- Parents / caregivers were informed of their child's English Language progress via an emailed report at the end of Term 2 and Term 4.
- HOD Learning support and HOD ESOL personally contacted each of the identified priority learners parents. The personal contact with parents saw a large number of these parents attend the parent interviews at the start of Term 2.
- Regular meetings were held by the Pastoral team where the progress of target students were discussed and monitored. The bringing together of information from across the school with regards to at-risk student tracking has been very successful, and the HOD ESOL and HOD Learning Support provided key information about curriculum level achievement and factors explaining why these students were below or well below curriculum level.
- Meetings were held mid year with all Y9 teachers to identify and discuss trends that were emerging around at-risk students. The HOD ESOL and HOD Learning support were in attendance to share information and to action any recommendations for supporting newly identified at-risk students. Spreadsheets were developed for each homeroom and teachers of these classes each contributed. Each spreadsheet recorded information from a wide number of teacher voices and these were accessible to relevant staff to refer to.
- Each teacher has to obtain student voice using appraisal connector and/or student voice feedback form or equivalent as a part of teacher PLG. This student voice was considered and students feedback was provided to relevant teachers and strategies to assist students teaching and learning were put in place. Student voice (collected this way and informally) showed a clear frustration with support classes at Y7 and 8 being timetabled such that students had to miss mainstream classes to come. In recognition of this frustration, and to further enhance the programmes, SLT and timetabling staff worked to align in-class English with the support class provision for 2019 so that students coming to LAN or ENL now come out of English to come and miss no other class time.
- The decision to place students in Language Support or ESOL classes was made in consultation with English teachers in 2018. Where teachers felt that students were making good progress in class, students were placed in the Language Support stream which offered 5 hours of support across two weeks, as opposed to the ESOL stream which offered 7-8 hours of support across two weeks.
- Parents were contacted during this stage for consultation. One parent of the identified students initially refused to have their child placed in English Language. The student was monitored as the year progressed and a further invitation was sent on the basis of the need remaining. The parent agreed to the support at the start of Term 4 and it will continue into 2019 through Y10 LAN.
- HOD ESOL to test all new enrolments into Y9 at their orientation day in December 2018. Students requiring Language Support or ENL will be put in the correct groups and due processes around contacting home etc will be followed.
- Newly enrolled 2019 students who are below Curriculum Level 3 will be identified and placed on the at risk targeted list



Literacy- Reading / Writing Achievement Target 1 2018

Special needs register information	Name:	2016 National Standard: Writing	2017 English: writing portfolio	2017 English: Essay (exam)	2016 National standard: Reading	2017 English: Close reading essay	2017 English: Personal reading	Progress comment:
IEP. Modified curriculum due to severe learning needs		Well below	NA	Did not attempt	Well below	NA	A	
IEP. Adapted curriculum due to learning difficulties		Below	A	No score recorded	Below	A	NA	
Slow processing		Below	M	A	Below	A	A	
Dyslexia; pastoral issues		Below	A	NA	Below	Did not attempt	No score recorded	
Dyslexia		Below	No score recorded	M	Below	A	A	
Dyspraxia; slow processing		Below	NA	No score recorded	At	Not submitted	NA	
ADD		Below	A	No score recorded	At	Not submitted	NA	
Type 1 diabetes		Below	NA	NA	Below	NA	A	
Pastoral issues		At	A	NA	Below	NA	M	
ESOL + suspected learning needs		Well below standard	NA	NA	Well below standard	NA	NA	
		Below	No score recorded	M	Below	A	A	
		Below	A	NA	Below	A	A	
		Below	A	No score recorded	Below	NA	NA	
		Below	A	No score recorded	At	NA	NA	
		Below	No score recorded	M	At	A	No score recorded	
		Below	E	M	At	A	M	
		Below	A	A	At	Not assessed	NA	
		At	A	A	Below	A	NA	
		Below	NA	NA	At	NA	Not assessed	



\*The term 'patchy progress' is used to describe students whose progress has been piecemeal, for example they have made gains in one area but fallen back in another.

Two other students were on the target document but the decision was made not to put them into Language Support. The outcomes for these students are below:

Special needs register information	Name:	2016 National Standard: Writing	2017 English: writing portfolio	2017 English: Essay (exam)	2016 National standard: Reading	2017 English: Close reading essay	2017 English: Personal reading	Progress comments:
IEP. Autism		Below	A	A	At	M	NA	Pleasing progress
		Below	A	A	At	Not assessed	NA	Pleasing progress

How to read this table:

You are looking to see if the 2016 National Standard (highlighted in red if Below or Well Below standard) has changed to green in the two columns beside it, in other words a student has shifted from below to standard to achieving at the standard required in their mainstream English class.

The decision to use mainstream English achievement as the comparison was because the intention of Language Support classes is to prepare students for, and support them with, their learning in mainstream English and Social Studies. The results available for English provided the closest comparison to the reading and writing standards information collected in 2016.

Discussion about the trends 2017-2018:

- The first two students being tracked on the table have IEPs. These students have severe learning needs and their IEPs outline strategies and supports teachers can put in place. Of these two students, one has continued to be below standard, which is to be expected given the nature of the learning needs. The other student has made some surprising, and extremely pleasing progress. With a carefully planned out program as he heads into Year 11, these results indicate that there is some potential for success at NCEA Level 1, beyond what his previous learning would have indicated possible. Both of these students have continued into the Year 10 programme.
- The next eight students on the table have diagnoses that impact their learning to a more extensive level than others in their peer group. Of these students, four are still very much at risk, and have continued into the Year 10 Language Support programme. Two others have made patchy progress. The final two have made pleasing progress. For these students, continued support and monitoring by the Learning Support department will be critical. Their teachers across the school will need to familiarise themselves with the strategies to support learning that the Learning Support department recommend, and ensure they are implemented. These students may require Special Assessment Conditions as they continue into NCEA.
- The remaining nine students represent the ones that Language Support can do the most for- learners who are somewhat behind, and need extra time and support to catch up with their peers. Of these nine students, six have made pleasing progress and are now achieving well in English. Of the three who are still at risk, one is in the Year 10 Language Support class. One was removed as his behaviour was such that he was taking away from others' learning and he was getting no benefit from the class. The other one had made excellent progress in Language Support which is not reflected in his mainstream subjects. The critical factor for this student is forming strong relationships with his teachers and deciding within himself that a given task IS worth putting effort into, even when he finds it boring / irrelevant. He is capable when he has good relationships and when he chooses to put his best into a task.



School Priority	<input type="checkbox"/>
Govt Priority	<input type="checkbox"/>

## REVIEW

### YEAR 7&8 MATHEMATICS TARGET 3 2018

**QUALIFICATION:** NZ CURRICULUM LEVELS IN MATHEMATICS

**STRATEGIC GOAL:** To continue to pursue excellence and raise the overall level of academic performance across the college.

**SUB GOAL:** To provide a relevant and balanced curriculum that meets all the objectives in the New Zealand Curriculum and provides opportunities and pathways for all students.

**BASE DATA:**

All year 7 & 8 students	Mathematics: Below or well below the National Standard
2017	17%
2018	Transition to Use of Curriculum levels for Mathematics tracking

**TARGET SET:** All Year 7 and 8 students in 2018 will make progress in Mathematics.  
 Acceptable progress will be: Year 7 students achieving at least Curriculum Level 4B  
 Year 8 students achieving at least 2 sub-levels higher than they scored in Y7 in line with expected academic progress. This will be measured using our own Curriculum Level tests, e-asTTle and moderated OTJs.





QUALITY ACTION REQUIRED	RESPONSIBILITY & MONITORING	TIMEFRAME	EXPECTED OUTCOME
<ul style="list-style-type: none"> <li>Meet with feeder schools and share analysed 2017 data between the schools.</li> </ul>	Head of Faculty Year 7 & 8 Principals of feeder schools	Term 1	<ul style="list-style-type: none"> <li>Discussion on any trends/patterns that have emerged from the findings and formulate any strategies for next steps.</li> <li>RTLB transitioned students discussed, support arranged.</li> </ul>
<ul style="list-style-type: none"> <li>Class profiles will be compiled and analysed with achievement and pastoral data</li> </ul>	Classroom teachers of Year 7 & 8 Head of Faculty year 7 & 8 HOD (ESOL) HOD (Learning Support)	Term 1	<ul style="list-style-type: none"> <li>Teachers will develop a deep understanding of the learning, social and emotional needs of their students and will be able to modify the curriculum to meet these needs.</li> <li>Students referred to learning support for diagnosis where PAT scores, classwork and behaviour indicate a student may have increased learning needs.</li> <li>Teachers cater for learning needs of individual students.</li> </ul>
<ul style="list-style-type: none"> <li>Student data with regard to Mathematics, and also literacy level (in relation to mathematical understanding) will be analysed by all Y7&amp;8 teachers.</li> </ul>	Classroom teachers of Year 7 & 8 Head of faculty Year 7 & 8 HOD (ENL) HOD (Learning Support) HOD Mathematics	Week 8 (Term 1) Term 2 (review) Term 3 ongoing Term 4 collection of data	<ul style="list-style-type: none"> <li>Compiled a data system that will track the learning and pastoral needs of each student.</li> <li>Achievement data is available to inform planning at all levels of school operation.</li> <li>Students going out of class for learning support and English will no longer come out of Mathematics classes.</li> </ul>
<ul style="list-style-type: none"> <li>Departmental discussion of previous year's results- develop teaching practice</li> </ul>	HOD Y7 & 8 Department	Term 1	<ul style="list-style-type: none"> <li>Individual teachers analyse their success rate.</li> <li>Consideration of teaching practices that have been effective.</li> <li>Increase use of SOLO taxonomy to use for peer and self-assessment, as well as summative assessment.</li> <li>Continued non-streaming of classes with teachers using Low Entry High Ceiling (LEHC) teaching frequently.</li> <li>Ensure teachers are resourced for full range of learning abilities in classroom.</li> <li>Teachers planned units to be reviewed.</li> </ul>



			<ul style="list-style-type: none"> <li>All department members attend Professional Development in teaching Mathematics (6 sessions planned through year) to ensure consistent teaching standard through middle school.</li> <li>Foster collegiality in Mathematics department between teachers- to enhance idea sharing.</li> <li>Ensure teaching using materials to consolidate learning for Students who struggle with Mathematics.</li> </ul>
<ul style="list-style-type: none"> <li>Action plan prepared for each homeroom class, designed to ensure the curriculum meets the needs of all students.</li> </ul>	HOD Y7 & 8 HOD Learning Support HOD Mathematics		<ul style="list-style-type: none"> <li>Interventions chosen are matched to student strengths and needs, backgrounds, cultures and interests.</li> <li>Teacher is aware of pedagogical strategies (both internal and external) to allow students to learn successfully.</li> </ul>
<ul style="list-style-type: none"> <li>Review of plan at the end of each term</li> </ul>	Classroom teachers HOD Students	End of each term	<ul style="list-style-type: none"> <li>Interventions chosen are aligned to effective teaching practice.</li> <li>Further strategies are formulated to identify ongoing learning needs of the students.</li> </ul>
<ul style="list-style-type: none"> <li>Revise units and schemes of work to include real world learning where possible.</li> </ul>	Classroom teachers of Year 7 & 8 Head of Faculty year 7 & 8 PLD groups Head of Faculty Classroom teachers Head of learning support Head of Mathematics	Terms 2	<ul style="list-style-type: none"> <li>Teachers collaborate to gather teaching material. Provide template for teachers to have a focus on motivation and engagement for mathematical learning</li> <li>Units and schemes of work are planned and resources are provided to meet the needs of all students.</li> <li>Ensure activities focussed on priority learners.</li> <li>Revise post-tests to ensure there is sufficiently challenging material for students who are already working in CL5- to extend them sideways, not vertically.</li> <li>Revise assessments to ensure there is room for students to use thinking skills rather than process skills.</li> </ul>
<ul style="list-style-type: none"> <li>Student voice is regularly sought to identify the strategies that students see as helping their progress to be accelerated and to identify further strategies for use</li> </ul>	Classroom teachers of Year 7 & 8	Term 1 End of Term 2 End of Term 3	<ul style="list-style-type: none"> <li>Students are authentic partners in their learning and the locus of control shifts away from the teacher to a team approach.</li> <li>Students have a pathway of progress that looks ahead to what they will need next rather than back to what they haven't learnt.</li> <li>use of SOLO to increase agency.</li> <li>provision of greater amount of extension activities- Development Band Mathematics programme for high achievers.</li> <li>MATHEX group after school for high achievers.</li> <li>PEER TUTORING Group after school for students who feel need/identified by teachers.</li> </ul>

<ul style="list-style-type: none"> <li>On-going collaboration of Year 7 &amp; 8 teachers will occur to moderate student work to ensure standards of assessment are consistent to curriculum levels.</li> </ul>	<p>Classroom teachers of Year 7 &amp; 8</p>	<p>Terms 2 - 4</p>	<ul style="list-style-type: none"> <li>Teachers will have a better understanding of the curriculum level criteria.</li> <li>Formulate clear 'next learning steps' with the students.</li> <li>Students will have access to exemplars in order to compare and contrast their own level of achievement and formulate their own next steps for learning.</li> </ul>
<ul style="list-style-type: none"> <li>End-of-year testing takes place and overall teacher judgments are made and moderated</li> </ul>	<p>Classroom teachers of Year 7 &amp; 8</p>	<p>Term 3</p>	<ul style="list-style-type: none"> <li>All Year 7 and 8 students in 2019 will make progress in Mathematics. Acceptable progress will be: Year 7 students achieving at least Curriculum Level 4B. Year 8 students achieving at a higher sublevel than previously (2 sublevels for mid band students) scored in Y7. This will be measured using our own Curriculum Level tests, e-asTTle and moderated OTJs.</li> </ul>



2018 ANALYSIS of VARIANCE

ACTUAL OUTCOMES	ANALYSIS – reason(s) for variance	EVALUATION – Next Steps / Further Development
<p><b>TARGET 3</b></p> <p>All Year 7 and 8 students in 2018 will make progress in Mathematics.</p> <p>Acceptable progress will be:</p> <p>1) Year 7 students achieving at least Curriculum Level 4B</p> <p>2) Year 8 students achieving at least 2 sub-levels higher than they scored in Y7 in line with expected academic progress. This will be measured using our own Curriculum Level tests, e-asTTle and moderated OTJs.</p>		
<p><b>DATA – EVIDENCE- For Discussion following, refer to tables as follows:</b></p> <p><b>For Target Part 1: Year 7 students will achieve at CL4B</b></p> <p>Table 1 Numeric: composition of cohort: gender balance, ethnicities, performance level            Table 2 Percentage: composition of cohort: gender balance, ethnicities, performance level            Table 3 Y7 students achieving CL ≤3A, and co-incidence of being on Language/Learning Support and ESOL rolls (Yellow)</p> <p><b>For Target Part 2: Year 8 students achieve at least 2 sub-levels higher than they scored in Y7.</b></p> <p>Table 4 Numeric: composition of cohort: gender balance, focus on boys, ethnicities, performance level banded at curriculum level achievement at start of 2018            Table 5 Percentage: composition of cohort: gender balance, focus on boys, ethnicities, performance level banded at curriculum level achievement at start of 2018            Table 6 Movement in general banding of students (Y8)            Table 7 Y8 Low Band students, movement in Assessments and learning disposition</p>		

ACTUAL OUTCOMES	ANALYSIS – reason(s) for variance	EVALUATION – Next Steps / Further Development
<ul style="list-style-type: none"> <li>Meet with feeder schools and share analysed 2017 data between the schools.</li> </ul>	<p>Discussion of trends/patterns were had between HOD Yr7&amp;8 and 3 feeder schools. Strategies including class placement, units of work and student IEP's were constructed.</p> <p>Meetings with Dean, HOD Learning support, HOD ESOL and RTLB were held to establish clear transition paths for our most at-risk students. Transitioned students were discussed, support arranged.</p>	
<ul style="list-style-type: none"> <li>Class profiles will be compiled and analysed with achievement and pastoral data</li> </ul>	<p>Teachers developed an understanding of the learning, social and emotional needs of their students. Teachers made some changes to curriculum and assessment to meet the needs of their students.</p> <p>Teachers completed PAT testing and collated student achievement data. Teachers referred students to learning support and RTLB for diagnosis where PAT scores, classwork and behaviour indicate a student may have increased learning needs.</p>	<p>Data and PAT must be collated from Year 1 Primary feeder schools and then data sharing meetings are completed.</p> <p>Data is entered into SMC student data management system to create a larger picture of student and clearer understanding of how SMC can meet student needs. Differentiation for these students is developing-specific CL units are being developed.</p> <p>Learning Support and ESOL departments review students' progress. More interventions can be made if and when required.</p>
<ul style="list-style-type: none"> <li>Student data with regard to Mathematics, and also literacy level (in relation to mathematical understanding) will be analysed by all Y7&amp;8 teachers.</li> </ul>	<p>All teachers had Achievement data available to inform their planning at all levels. Students who are identified as needing learning/literacy support were no longer coming out of Mathematics classes.</p>	<p>Compile a data system that will track the learning and pastoral needs of each student.</p> <p>Track student achievement in Mathematics and make decisions that target student achievement</p>



ACTUAL OUTCOMES	ANALYSIS – reason(s) for variance	EVALUATION – Next Steps / Further Development
<ul style="list-style-type: none"> <li>Departmental discussion of previous year’s results- develop teaching practice</li> </ul>	<p>Individual teachers analysed student achievement and compared class overall achievement and progress against rest of cohort and other classes.</p> <p>Teachers considered and adapted teaching practices. These effective practices were shared with all Year 7&amp;8 teachers</p> <p>An increased use of SOLO taxonomy for peer and self-assessment, as well as summative assessment.</p>	<p>Further implementation of a focus on boys learning, SOLO and LEHC activities, peer tutoring should help these students.</p>
<ul style="list-style-type: none"> <li>Action plan prepared for each homeroom class, designed to ensure the curriculum meets the needs of all students.</li> </ul>	<p>Interventions were matched to student strengths and needs, backgrounds, cultures and interests.</p> <p>Teacher was aware of pedagogical strategies (both internal and external) to allow students to learn successfully.</p>	<p>Development of resources for High achieving students to keep challenging and broadening their experience of Mathematics.</p> <p>Development of assessments to include high level thinking skills</p> <p>Continued embedding of SOLO taxonomy into unit plans allows students to Know ‘next steps’</p>
<ul style="list-style-type: none"> <li>Review of plan at the end of each term</li> </ul>	<p>Each term interventions were chosen and aligned to effective teaching practice.</p> <p>Further strategies are formulated to identify ongoing learning needs of the students.</p>	<p>Meetings throughout the term to ensure focus remains on intervention strategies. Further development and changes made throughout term to ensure needs of students are met.</p>

ACTUAL OUTCOMES	ANALYSIS – reason(s) for variance	EVALUATION – Next Steps / Further Development
<ul style="list-style-type: none"> <li>Revise units and schemes of work to include real world learning where possible.</li> </ul>	<p>Teachers collaborated to gather teaching material. Templates were provided for each teacher. Templates focussed on mathematical learning.</p> <p>Units and schemes of work were planned, and resources were provided to meet the needs of all students.</p> <p>Activities focussed on priority learners.</p> <p>Assessments were revised and re-written to include thinking skills rather than process skills.</p>	<p>Development of resources for High achieving students to keep challenging and broadening their experience of Mathematics.</p> <p>Development of assessments to include high level thinking skills</p> <p>Continued embedding of SOLO taxonomy into unit plans allows students to Know ‘next steps’</p> <p>“How we learn” Unit introduced for Y7 and Y8 students to develop metacognition in students.</p>
<ul style="list-style-type: none"> <li>Student voice is regularly sought to identify the strategies that students see as helping their progress to be accelerated and to identify further strategies for use</li> </ul>	<p>Students were given clear exemplars for next steps.</p> <p>Teachers provided opportunities for students to identify their own learning pathway of progress through coaching conversations</p> <p>Students used SOLO to increase their own agency.</p>	<p>Greater provision of extension activities- Development Band Mathematics programme for high achievers.</p> <p>Opportunities for students through peer tutoring group after school for students who feel need/identified by teachers.</p> <p>MATHEX group after school for high achievers.</p>
<ul style="list-style-type: none"> <li>On-going collaboration of Year 7 &amp; 8 teachers will occur to moderate student work to ensure standards of assessment are consistent to curriculum levels.</li> </ul>	<p>Year 7&amp;8 department met regularly and discussed, identified and implemented next learning steps. Teachers had a better understanding of the curriculum level criteria.</p> <p>Students were provided with exemplars in order to compare and contrast their own level of achievement and formulate their own next steps for learning.</p>	



ACTUAL OUTCOMES	ANALYSIS – reason(s) for variance	EVALUATION – Next Steps / Further Development
<ul style="list-style-type: none"> <li>End-of-year testing takes place and overall teacher judgments are made and moderated</li> </ul>	<p>Testing of all Year 7 and 8 students was completed, and data was analysed and shared within all Year 7/8 Department. Testing completed was measured using our own Curriculum Level tests, e-asTTle and moderated OTJs.</p> <p>Term 1 2020 Mathematics Department and Year 7&amp;8 department shared current student data. Professional development focussed on teaching and learning was provided to all Year 7 and 8 teachers and Mathematics Department.</p>	<p>Data system within student management system contains student achievement data for each student throughout there schooling from Year 1-13. This data is easily accessible and understood by all teachers.</p> <p>PAT testing completed in November 2019 for Year 7-10 Maths to ensure student data achievement is tracked.</p>

### DATA ANALYSIS OF TARGET 3 2018 - MATHEMATICS

1) Year 7 students achieving at least Curriculum Level 4B	ANALYSIS – reason(s) for variance	EVALUATION – Next Steps / Further Development
<ul style="list-style-type: none"> <li>• 71% of Y7 Students entering College were in CL3. At the end of 2018 18% remained in CL 1-3.</li> <li>• 22% were at CL 4B, and 60% were at 4P or above.</li> </ul>	<p>The move to teaching in heterogeneous groups (see J Boaler) facilitated advancement of students- especially lower band students.</p> <p>Focus on Differentiated tasks and LEHC activities involved all students in learning, with peers teaching. (As educational research supports reciprocal teaching has a large effect size for both the teacher learner and learner)</p>	<p>Further Staff PD in teaching heterogeneous groups will provide teachers with greater depth of subject knowledge. This should enable them to teach more effectively to groups they had not previously taught.</p> <p>Development of resources for High achieving students to keep challenging and broadening their experience of Mathematics.</p> <p>Development of assessments to include high level thinking skills</p> <p>Continued embedding of SOLO taxonomy into unit plans allows students to Know ‘next steps’</p> <p>“How we learn” Unit introduced for Y7 and Y8 students to develop metacognition in students.</p>
<ul style="list-style-type: none"> <li>• At the end of 2018 18% of students were still working within CL2-3</li> </ul>	<p>A high correlation exists in this group between students diagnosed with a learning need and low Mathematics results.</p>	<p>Greater in class support is needed for students whose low literacy, second language status or learning needs dictates one-to-one teacher-learner interaction.</p> <p>Differentiation for these students is developing- specific CL units are being developed.</p> <p>Learning Support and ESOL departments review students’ progress. More interventions can be made if and when required.</p>



		<p>Further specialist assessment of students can be instituted.</p> <p>More frequent home-school contact facilitates support.</p> <p>Use of cultural material in teaching for inclusion.</p> <p>Because of the high needs of these students, progress will be slower. However, teachers are increasingly aware of needs through an improved pastoral roll.</p>
<ul style="list-style-type: none"> <li>At the end of 2018 18% of students were still working within CL2-3.</li> <li>Of these, the greatest percentage were NZ European (9%), with slightly more boys than girls.</li> </ul>	<p>This result is consistent with a trend we have been noticing. We introduced SOLO and Heterogeneous teaching in 2018, hoping that this would work for this group.</p>	<p>Continue to use SOLO and Heterogeneous teaching to be continued.</p> <p>Departmental goal to ensure boy centric teaching styles.</p> <p>After school peer mentoring group is being developed to target students who need peer explanations. (Y7&amp;8 students with Y9, 10 and 11 students).</p>
<p><b>2) Year 8 students achieving at least 2 sub-levels higher than they scored in Y7 in line with expected academic progress. This will be measured using our own Curriculum Level tests, e-asTTle and moderated OTJs.</b></p> <p>Refer to Tables 4-7</p>		
<ul style="list-style-type: none"> <li>At the end of 2018 students will achieve 2 sub-levels higher than they scored in Y7</li> </ul>	<p>Movement in high band students limited. A proportion regressed.</p> <p>Assessments in Y7-10 are sset so maximum score possible is CL5A- some students have "no-where to go".</p> <p>Greater movement in Fractions as students had achieved at a lower level in this portion.</p>	<p>See 46<sup>a</sup> of these students 34 were already at top score// 6<sup>b</sup> of these 2 could only move up 1 sublevel// 4<sup>c</sup> only 4 of possible 19 students moved up 2 sublevels</p> <p>This indicates possibly: teachers and or students were complacent- having achieved at a much higher level than their peers already</p> <p>: teachers did not know how/feel comfortable to differentiate for highest level of Mathematics learners- as the classes were no longer streamed</p>

	This unit contained SOLO and LEHC activities which meant the Students were asked to think creatively and work co-operatively.	<p>: teachers were extending students in ways/areas/thinking capabilities that were not tested Some high band students and their families were dissatisfied with the change to heterogeneous class- they were used to being in an extension class. Some of the regression may be because of attitude.</p> <p>Need to develop assessments which teach thinking skills and not process, to show deeper levels of thinking Develop curriculum sideways not vertically.</p>
<ul style="list-style-type: none"> <li>Mid Band (CL4 group)</li> </ul>	These figures indicate greater relative progress in the mid band than the high band.	<p>Possible causes may be: greater awareness by teachers to focus on students who were close to achieving</p> <p>: teachers felt more able or had greater comfort teaching in this knowledge range as it does not include algebra</p> <p>: greater motivation by students for their learning as they are close to achieving</p>
<ul style="list-style-type: none"> <li>Low Band (CL3 group)</li> </ul>	These figures indicate greater relative progress in the low band than the other bands.	<p>Possible causes may be: greater awareness by teachers to focus on students to get to achieve level</p> <p>: teachers felt more able or had greater comfort teaching in this knowledge range</p> <p>: greater motivation by students for their learning</p> <p>: working in un-streamed classes allows students with questions, to sit near/with students who are able to correctly help them</p>
<ul style="list-style-type: none"> <li>Low Band and mid band</li> </ul>	Many students have higher learning needs	Many students' learning needs were more closely monitored/investigated in 2018 . This was in response to our 18% Below/well below standard for 2016-2017.



		<p>OF the students in low band about half had learning needs that would make learning harder. Some of these students have shown progress. Progress would be facilitated with greater resource in the classroom.</p> <p>Although many students have lived in NZ for a long time the language of the home is not English. As these students continue in ESOL classes, their access to content should be improved.</p> <p>Further implementation of a focus on boys learning, SOLO and LEHC activities, peer tutoring should help these students.</p>
<ul style="list-style-type: none"> <li>•</li> </ul>	<p>This year we introduced un-streamed classes through all year 7 and 8.</p>	<p>Teachers reported difficulty with extending beyond their normal teaching group. However, the feedback from teachers was supportive of the move and we will continue with this.</p> <p>Greater support will be offered this year with 6 PD sessions designed to have homogenous practice from Y7-10;</p> <p>All teachers will be experienced in using materials/imaging/ thinking progression of teaching.</p> <p>Assessments will be amended to encourage greater problem solving and less skill based work.</p> <p>Further monitoring of Use of SOLO and LEHC.</p> <p>This year Departmental focus is on raising boys' achievement, use of SOLO to provide next steps learning; this will be facilitated by feedback from SCT.</p>

Evidence: Results for 2018

Target Part 1 Year 7 Progress: Acceptable progress will be Year 7 students achieving at CL 4B

Average of assessed Curriculum levels	Y7 Students	Gender		Ethnicity				
	Number in cohort	Female	Male	NZ Euro	Maori	Pacific	SE Asian	Other
≤3A	28 (18%)	14	14	13	2	3	3	7
Number of students at ≤3A on Learn Support or ESOL roll (17 of 28)		8	9	7	2	3	2	3
At 4B	33 (22%)	21	12	11	3	3	10	6
≥4P	88 (60%)	41	47	18	5	7	28	30
<b>Total</b>	<b>149</b>	<b>75</b>	<b>74</b>	<b>42</b>	<b>10</b>	<b>13</b>	<b>41</b>	<b>43</b>

Average of assessed Curriculum levels	Y7Students	Gender		Ethnicity				
	% in cohort	Female	Male	NZ Euro	Maori	Pacific	SE Asian	Other
≤3A	18%	50%	50%	% of total population	% of total population	% of total population	% of total population	% of total population
Percentage of students at ≤3A on Learn Support or ESOL roll (17 of 28)		9%	9%	9%	1%	2%	2%	5%
At 4B	22%	14%	8%	7%	2%	2%	7%	4%
≥4P	60%	28%	32%	12%	3%	5%	19%	20%
<b>Total</b>	<b>100% (149)</b>	<b>50%</b>	<b>50%</b>	<b>28% total</b>	<b>6% total</b>	<b>9%total</b>	<b>28% total</b>	<b>29%total</b>

**TABLE 3 Y7 students achieving CL ≥3A, and co-incidence of being on Language/Learning Support and ESOL rolls (Yellow)**

	Gender	Ethnicity	OTJ	Learning need
1	F	South East Asian	Level 2A	Autism Spectrum Disorder
2	F	South East Asian	Level 3A	ESOL
3	F	Samoaan	Level 3A	Auditory Processing
4	F	Other European	Level 3A	ESOL
5	F	NZ European/Pakeha	Absent	Anxiety
6	F	NZ European/Pakeha	Level 2B	ADHD
7	F	NZ European/Pakeha	Level 3A	Irlens Syndrome Language Support
8	F	Niuean	Level 3A	Processing Difficulty
	M	Samoaan	Level 3P	Language Support
	M	NZ European/Pakeha	Absent	Health
	M	NZ European/Pakeha	Level 3A	Dyslexia
	M	NZ European/Pakeha	Level 3A	ADHD
	M	NZ European/Pakeha	Level 3B	Dyslexia
	M	Middle Eastern	Level 3P	ESOL
	M	Maori	Level 3A	Language Support
	M	Maori	Level 3A	ASD
	M	Latin American	Level 3A	ESOL
	M	South East Asian	Level 3A	
	M	NZ European/Pakeha	Level 3A	
	M	NZ European/Pakeha	Level 3A	
	M	NZ European/Pakeha	Level 3A	
	M	NZ European/Pakeha	Level 3P	
9	F	NZ European/Pakeha	Level 3A	
10	F	NZ European/Pakeha	Level 3P	
11	F	Indian	Level 3A	
12	F	Indian	Level 3A	
13	F	Indian	Level 3A	
14	F	African	Level 3A	



**Target Part 2 Year 8 Progress: Y8 students will achieve at two curriculum levels above their Y7 level**

**TABLE 4 Numeric: composition of cohort: gender balance, focus on boys, ethnicities, performance level banded at curriculum level achievement at start of 2018**

Working in CL at start of year	Number in cohort	Gender		Ethnicity				
		Male		NZ European	Maori	Pacific	SE Asian	Other
	144			19	5	7	17	22
		Female	74	27	5	9	12	21
Total Low band (<CL4)	24			6	3	6	3	6
Boys Low Band	15			4	0	3	3	5
Total Mid Band (CL4)	48			16	5	7	11	9
Boys Mid	21			5	3	3	8	2
Total High Band (CL5)	72			24	3	2	15	28
Boys High	34			10	2	1	6	15
<b>Total</b>			<b>144</b>	<b>46</b>	<b>10</b>	<b>16</b>	<b>29</b>	<b>43</b>

**TABLE 5 Percentage: composition of cohort: gender balance, focus on boys, ethnicities, performance level banded at curriculum level achievement at start of 2018**

Working in CL at start of year	% of cohort	Gender		Ethnicity				
		Male	49%	NZ European	Maori	Pacific	SE Asian	Other
		Female	51%	13%	3%	5%	12%	15%
				19%	3%	6%	8%	15%
				As % of total population	As % of total population	As % of total population	As % of total population	As % of total population
Total Low band (<CL4)	17%			4%	2%	4%	2%	4%
Boys Low Band	10%			3%	0%	2%	2%	3%
Total Mid Band (CL4)	33%			11%	3%	5%	8%	6%
Boys Mid	15%			3%	2%	2%	6%	1%
Total High Band (CL5)	50%			17%	2%	1%	10%	19%
Boys High	24%			7%	1%	0.5%	4%	10%
<b>Total</b>			<b>100%</b>	<b>32%</b>	<b>7%</b>	<b>11%</b>	<b>20%</b>	<b>29%</b>

Table 6 Movement in general banding of students					
Students working in CL at start of the year		Down	Same	Up one sublevel	Up two or more sublevels
CL5 72 students 50% of cohort	Number Properties	16 (11% Yr group)	46 <sup>a</sup> (32% yr group)	6 <sup>b</sup>	4 <sup>c</sup>
	Decimals	8	21	28	15
	Fractions	4	19	33 (23%yr group)	16 (11% Yr group)
Students working in CL at start of the year		Down	Same	Up one sublevel	Up two or more sublevels
CL4 48 students 33% of cohort	Number Properties	8 (6% Yr group)	15 (10% Yr grp)	12	13
	Decimals	6	10	15	17
	Fractions	1	15	12	20
Students working in CL at start of the year		Down	Same	Up one sublevel	Up two or more sublevels
<CL4 24 Students 17% of cohort	Number Properties	2	6	7	9
	Decimals	0	5	7	12
	Fractions	2	2	4	16
Over ALL Assessments:		Down	Same	Up one sublevel	Up two or more sublevels
		6	31	50	37

**Table 7 Y8 Low Band students, movement in Assessments and learning disposition**

Gender	Ethnicity	Movement	Learning
M	South East Asian	-2	ASD
M	Tongan	0	ESOL
M	Chinese	1	ESOL
M	South East Asian	0	ESOL RTLB
F	Maori	0	ESOL
F	NZ European/Pakeha	0	Dysprax Dysgraphia
M	NZ European/Pakeha	1	Global Learning
F	Maori	2	Absenteesim
M	NZ European/Pakeha	1	ADHD Dyslexia
F	NZ European/Pakeha	1	Refer RTLB
M	Tongan	0	RTLB refer
F	Tongan	0	AudProc
M	Tongan	-2	ESOL
M	South East Asian	3	
M	Indian	9	
M	African	1	
M	African	5	
M	NZ European/Pakeha	2	
F	Other European	3	
F	Maori	1	
M	Chinese	10	
F	Samoan	9	
F	Samoan	2	





## English Language Learning Progressions Reporting

This optional reporting provides information about ELL progress in relation to the ELL Progressions (ELLP) for reading, writing, speaking or listening.

Date: 03/04/2019	
School name: Sancta Maria College	School number: 491

Overall ELLP score						
ELLP Stage End 2018	38 students					
(Year 7 AND Year 8 Students)	47 %	18	Stage 3		3	2
	45 %	17	Stage 2	1	4	1
	5 %	2	Stage 1	2		
	3 %	1	Foundation Stage			
ELLP Stage End 2017			Foundation Stage	Stage 1	Stage 2	Stage 3
(2017's Year 7 students)	Total number of students	14		3	7	4
			%	21%	50%	29%
The data provided in the table above shows the progress these students are making in relation to the ELL Progressions.						
Additional Comments:						
I have used three sets of data to put this table together.						
The panel in white at the bottom shows the <u>end of year ELLP data for 2017's Year 7 ELLs</u> . This is for 14 students. Of this group, one student did not carry on being tracked in 2018 as his progress was such that he no longer needed support in the opinion of the ESOL team and his classroom teacher.						
The panel in blue to the left shows the <u>end of year ELLP data for 2018's Year 7 AND Year 8 ELLs</u> . This includes students who attended support groups and students who were simply tracked for the purposes of funding. Thirty eight students are included in this data set.						



The center area shows the progress made by students who moved from Year 7 in 2017 into Year 8 in 2018. Data is shown for the 13 students who were tracked through Year 7 and into Year 8. One student from Year 7 was discharged as no longer needing support, which explains the drop from 14 in the bottom panel group to 13 in the middle section reporting.

NOTE: DATA SHOWN EXCEEDS THE NUMBER OF STUDENTS WE RECEIVE FUNDING FOR. We collect a wide range of ELLP data, beyond just funded students. We include all students who need support in our ESOL groups, not just funded students. For example, in 2017, only 6 of the 14 students reported against were funded students. We may also decide NOT to include a funded student in a support group under certain conditions, for example if they have a fairly well established level of English (such as high Stage 2) and we see that they have the right aptitude and skills to succeed in class. In those situations, we continue to track but will liaise with the classroom teacher about having them offer the support rather than us. There are also times when a student who has reasonable ELLP scores may be referred to the group by their teacher. This is particularly when there is a recognition that a small group learning environment would be advantageous for the student.

We have very few Foundation or Stage 1 students at Year 7 and 8 because we get very few new / recent migrants coming in, and don't usually have many international students at these year levels. Thus as the tables show, the bulk of our students are ELLP stage 2 and 3. This reflects the fact that many of our ELLs have lived in NZ for quite some time, having migrated here as younger children or having been born here to migrant parents.



## English Language Learning Progressions Reporting

This optional reporting provides information about ELL progress in relation to the ELL Progressions (ELLP) for reading, writing, speaking or listening.

Date: 03/04/2019	
School name: Sancta Maria College	School number: 491

Listening						
ELLP Stage End 2018	38					1
63 %	24	Stage 3			3	3
32 %	12	Stage 2			4	1
3 %	1	Stage 1		1		
3 %	1	Foundation Stage				
ELLP Stage End 2017			Foundation Stage	Stage 1	Stage 2	Stage 3
Total number of students		14		1	7	6
			%	7%	50%	43%
The data provided in the table above shows the progress these students are making in relation to the ELL Progressions.						
<b>Additional Comments:</b>						
Generally speaking, the students who attend our Year 7 and 8 groups are not recent migrants. Their vocabulary sizes are typically slightly under the norm, but they have usually got a good grasp on everyday vocabulary items (BICS). Their listening scores are generally, therefore, quite good. They can struggle with academic vocabulary but as long as this is explicitly taught, they have plenty of existing language to support them in comprehending and memorizing new words. Schoolwide in 2018 there was a focus on upskilling classroom teachers supporting ELLs. One message that seems to have been picked up by staff is the importance of unpacking vocabulary for students and perhaps this helps account for the shift from 2017 to 2018 with more students at Level 3 for listening in 2018.						





The student in the center of the table who was in Stage 1 in 2017 and still in Stage 1 in 2018 has a specific learning difficulty on top of being an ELL.

One student slipped from Stage 3 back to Stage 2. That particular student was involved in a number of behavior incidents throughout Year 7 and Year 8, and it is possible that he has not slipped back at all, but has appeared to due to behavior. This student is at risk of stagnating in his learning however, if the teacher doesn't actively provide the class tone that will support him to leave his negative behavior behind and step into a positive learning space.

The 2018 student who was at the foundation stage for Listening is an international student. He arrived in NZ from China mid 2018. His vocabulary is extremely limited and he needs support to make meaning of even simple spoken information. He receives a double allocation of English support, attending the Year 7 English Language group as well as the Foundation English group.



## English Language Learning Progressions Reporting

This optional reporting provides information about ELL progress in relation to the ELL Progressions (ELLP) for reading, writing, speaking or listening.

Date: 03/04/2019	
School name: Sancta Maria College	School number: 491

Speaking						
ELLP Stage End 2018	13 %	5	Stage 4			1
	60 %	23	Stage 3		5	5
	21 %	8	Stage 2		1	
	3 %	1	Stage 1		1	
	3 %	1	Foundation Stage			
ELLP Stage End 2017			Foundation Stage	Stage 1	Stage 2	Stage 3
	Total number of students	14		1	6	7
			%	7%	43%	50%
The data provided in the table above shows the progress these students are making in relation to the ELL Progressions.						
<b>Additional Comments:</b>						
As with the Listening section, the fact that many of our ELLs at Year 7 and 8 have lived in NZ for a reasonably long period of time, means that they are often competent speakers of English. They have vocabulary sizes that are generally slightly below their cohort but have sufficient English to be able to discuss academic topics relatively easily.						
The 2018 student who was at Foundation for listening was the new international student from China.						



## English Language Learning Progressions Reporting

This optional reporting provides information about ELL progress in relation to the ELL Progressions (ELLP) for reading, writing, speaking or listening.

Date: 03/04/2019	
School name: Sancta Maria College	School number: 491

Reading							
ELLP Stage End 2018	6 %	2	Stage 4				1
	50 %	19	Stage 3			1	3
	37 %	14	Stage 2			5	1
	6 %	2	Stage 1		2		
	3 %	1	Foundation Stage				
ELLP Stage End 2017				Foundation Stage	Stage 1	Stage 2	Stage 3
	Total number of students	14			2	6	6
					14%	43%	43%
The data provided in the table above shows the progress these students are making in relation to the ELL Progressions.							
<b>Additional Comments:</b>							
<p>IN the grid, one student appears to have slipped back from Stage 3 in 2017 to Stage 2 in 2018. There are several factors that may help explain that. Firstly, the student in question had very poor attendance in 2018, which definitely impacted on his progress. Secondly, in 2017 the teacher of the Year 7 group was new to teaching ESOL. While she did get support in doing her ELLP marking and samples were moderated, it is possible that in this instance she graded the student too high, the flow on effect of this being that when more accurately marked in 2018 he appeared to have slipped back.</p> <p>Two students stayed at stage 1 from 2017 and 2018. Both of these students have specific learning difficulties around literacy. The foundation stage student is the new international student from China.</p>							





## English Language Learning Progressions Reporting

This optional reporting provides information about ELL progress in relation to the ELL Progressions (ELLP) for reading, writing, speaking or listening.

Date: 03/04/2019	
School name: Sancta Maria College	School number: 491

Writing						
ELLP Stage End 2018	45 %	17	Stage 3		2	4
	47 %	18	Stage 2		5	
	6 %	2	Stage 1		2	
	3 %	1	Foundation Stage			
ELLP Stage End 2017			Foundation Stage	Stage 1	Stage 2	Stage 3
	Total number of students	14		2	7	5
			%	14%	50%	36%
The data provided in the table above shows the progress these students are making in relation to the ELL Progressions.						
<b>Additional Comments:</b>						
The two students from the center of the table who were in Stage 1 in 2017 and remained in Stage 1 in 2018 have specific learning difficulties as well as being ELLs. Their progress is greatly affected by this.						
The 1 student in 2018 at Foundation level was a new international student from China.						
Generally speaking, writing is the biggest remaining area of weakness for our ELLs. In both 2017 and 2018, more than half of each group were at Stage 2 or lower for writing. Please note that this is year end data. Many students from the 2018 Year 7 data pool managed to progress up to Stage 3 by the end of the year. This progress has meant that there are far fewer students needing to carry on into support in Year 8 as they are already catching up with their peers.						

The ERO review in 2018 confirmed that school self-review is a strength of the school. Policies, review of strategic and annual goals are reported on at the half-year and again at the end of the year. Department reports follow the same reporting to management. The Principal's report to the BOT each month records progress towards the goals. The reviews, discussion and reflection informs next steps for the Board and school. It also informs any further professional learning and development for trustees and other identified people. School policies and procedures are on a cycle of review.

The college undergoes continuous improvement and the self-review programme is robust and a regular part of board and school work. Targets and self-review are reflected on to inform next steps and increasing achievement and school progress.

### **Special Character**

The DRS is regularly speaking at assembly to break open the meaning of the Gospel presented and the Special Character leaders are regularly speaking at assembly on particular events. More staff including Tagged Teachers are becoming involved at Retreats and in other ways as much as possible. Staff are communicated with about any visiting speaker opportunity and more is planned for 2019.

The Maori School song 'Tenei te Whanau; is now a consistent part of our Kapa Haka repertoire, and the whole school is learning this. The Homeroom Teacher prayer resource has some Maori prayers in it, and are regularly used.

Every department have been given a comprehensive outline of how Catholic World View can be integrated into particular units. The HOD RE has been visiting departments and discussing ideas and giving explanations about this. This is work in progress and will continue into 2019. The Retreat providers have collaborated well to express our curriculum themes in the retreats and collaboration is occurring within the Kahui Ako cluster about plans to do a possible joint Christmas liturgy. There was a Deus Tempus Retreat for senior students and was very successful and senior students have run a successful sports afternoon for the primary school.

### **Professional Learning and Development**

The staff are well on the journey to fully embed a culture of Teaching as Inquiry, requiring all teachers to gather student voice, undertake data analysis and participate in peer coaching conversations as part of their learning and strategic intervention to improve student outcomes. Resources have been included in the Appraisal process, for all HODs to use and these were discussed in Head of Department Meetings. In 2019, we will look to extending skills to enable Heads of Department to be more effective as team leaders. Most teachers participated in Learning/Coaching conversations as part of the Inquiry process (96%). The aim is to progress towards 100%. Of the 96%, 98% found the conversations very useful or partly useful (data gathered from end of year anonymous survey).

The end of year review of the PLD Programme for 2018 revealed that 97% of teachers' practice was impacted by strategies learned to increase Personalised Learning (the first focus for PLD in 2018) and 95% of teachers' practice impacted strategies learned to improve Literacy (the second focus for PLD in 2018).

As part of a more embedded culture of inquiry, data was used effectively to inform classroom practice and this will be further supported in 2019 by having a focus on data gathering methods. Teachers once again shared their learning journey by presenting their professional learning inquiry at the end of the year, and these were celebrated.

An e-Learning focus will be a priority during 2019. Personnel were identified in 2018, but the plan has not been progressed.

Whole staff PLD occurs every second week, for 80 minutes, in cross-curricular PLG groups. The PLG Groups with Facilitators again has worked very well each fortnight. The PLG model for 2019 was discussed and will be slightly varied next year. There will be six different PLGs, each with a different focus and staff will identify which PLG they wish to be part of dependent on their inquiry focus.

The college is a member of the Eastern Learning Network facilitated by Osprey Consultants and led by Maggie Ogram and Dr Howard Youngs (AUT). We have continued our learning journey with a focus on collaborative practice and leadership. Increased numbers of our middle leaders are taking up the opportunity of engaging in this work done at a breakfast session, several mornings each term.

Teacher Only Days saw us focus on Cultural Responsiveness Practices, led by our Cultural Responsiveness team and assisted by Edith Chaney, Regional Director Tāmaki Makaurau, and also Literacy strategies across the curriculum.

The college is well on the journey as an integral part of a Kahui Ako with our cluster schools and working with expert partner, Brian Annan. Within and Across school leaders have been appointed, the website developed, plans and organisation towards a teacher only day at the beginning of 2019. Proposals have been written for PLD in literacy and digital technologies for implementation in 2019.

### **Pastoral and Wellbeing**

A new Health and Safety Policy, with supporting procedures, has been reviewed, developed and approved by the BOT. A 'Staff Pastoral Handbook' and 'SMC Parent and Student Handbook' is being developed by the Pastoral Team. This will be helpful to parents, students and staff and will give consistent messages on relevant information. The My Friends Youth programme is part of the Year 7 Health and PE programme and all staff involved with the delivery of the programme have received training.

The High Pastoral Needs Register for 2018 has been regularly reviewed and referred to by members of the Pastoral Care Team to monitor developments and changes.

In consultation with our Community Police Liaison, Year 12 participated in a workshop delivered by NZ Police. The 'Loves-Me-Not' programme focuses on helping students' develop healthy relationships with those around them, including online social media usage and a series of events and activities were organised for Bullying Free Week. There was a highly successful Pink Shirt Day on the Friday and each year level completed activities relating to different bullying issues in their homerooms.

The NZCER 'Wellbeing@schools' survey was completed during Term 3. Analysis of the results has provided data that can be used to develop an action plan for 2019. It also provides baseline data for monitoring over time, highlighted suggestions for ongoing improvement of school approaches and reviewing progress of current school initiatives. Teaching staff were trained on how to facilitate restorative chats as a tool for managing low-level behavioural issues and resources (posters and restorative chat cards) were provided to use and display across the college.

Internet Health and Wellbeing PLD will be a focus of PLD in March 2019 where John Parsons (a highly regarded internet safety expert) will facilitate workshops with the school community that deal with issues around internet safety and wellbeing. The Pastoral Care Team has engaged in a number of PLD opportunities to strengthen student well-being and promote strategies.

### **School Leadership**

The further development of leaders is key to supporting school structures and growth of aspiring school leaders. Three HODs stepped up to take on senior leadership responsibilities whilst maintaining their HOD responsibilities. This was to enable adequate time to think through the senior leadership structure going forward. The college was also preparing for the Education Review Office to carry out its review in Term 3, so change of personnel was not going to be a focus until after this time.

In Term 4, the appointment of a Deputy Principal (Years 7-10 Curriculum) was made with a 2019 start date. Other responsibilities will be redistributed to suit personnel strengths and school needs for 2019.



Middle Leaders have been encouraged to attend the Eastern Learning Network to gain in professional learning led by Dr Howard Youngs (AUT) and Maggi Ogram, Ogram Consulting. A number of staff have been given other leadership opportunities as the appointment of Kahui Ako Across School and Within School Leads have been appointed.

### **Cultural Responsiveness**

Our journey continues to help equip staff with culturally responsive pedagogies. The Professional Learning and Development Programme has established a PLG that provides for this. During 2018 there was a focus across the school on developing all staff and was the focus of a Teacher Only Day.

The gathering of parents to a hui/fono has until this year been infrequent. Relationship building with families has been a high priority through 2018. There was a very successful parent hui/fono held that included obtaining parent voice and their responses to what they would like to see. This will help set a new platform for moving forward. Information was shared what the teachers have been learning in the cultural responsiveness space.

Through the Principal's report, the Board of Trustees are able to see the progress being made.

### **Visual Arts**

2018 saw outstanding results achieved in across all levels, achieving 95% over all achievement standards offered. Two Level 1 classes achieved 100% pass rate of all standards offered and the department had a higher percentage of Maori and Pasifika students. One student in Year 13 gained scholarship in Photography and the same student was also chosen to present her sculpture folio board in the Top Art touring exhibition in NZ. The exhibition showcases the top 5% of all Level 3 external submissions across all art disciplines. Some Year 7 and 8 students exhibited their work in the Auckland Middle Schools Art Exhibition which was held at Silo Park and their work showcased alongside many other Auckland Intermediate Schools.

This year, there has been a special emphasis on the Special Character Year 10 programme. There were four classes and each class made a giant rosary to be displayed in the foyer and the auditorium. This sculpture programme was a huge success. There was a small enthusiastic group that produced a beautiful installation for the auditorium with the words from Philippians 4:13 "I can do all things..."

### **Performing Arts (Drama)**

The school production of 'Grease' comprised 59 cast and musicians, 12 student helpers, 7 staff and numerous parent helpers working tirelessly to present a polished and professional production that exceeded expectations. This has been an amazing way of connecting to the school community as we build partnerships with local businesses, schools in the area, and parents of our students. This show also showcases the many talents and gifts of all our students.

Other opportunities for student involvement are in the upcoming drama productions, which is performed for the school community at The Uxbridge Theatre in Howick.

These productions are:

- Year 11 - I Hate Shakespeare – Steph De Ferie
- Year 12 -The Good Woman of Szechwan – Bertolt Brecht
- Year 13 - Lysistrata (adapted for schools) - Aristophanes

Looking towards 2019, we are wishing to offer an opportunity for junior school students to be involved in a production (Year 7-10), to showcase their talents and gifts to the school community.

### **Performing Arts (Music)**

The music programme has experienced further increases in student participation and taking up the opportunity to benefit from itinerant work. As a result, music groups are growing and is encouraging as many taken on mentoring roles to the beginning players.

There has been greater participation at events and students are enthusiastically performing to parent and community groups as well as earning recognition and awards at numerous competitions and festivals. Brass numbers and strings for the orchestra have continued to increase since 2017 which is most promising.

#### **Concert Band**

The Concert Band brought home their first Silver Award from the KBB Festival, after having won Bronzes in 2016 and 2017. They also gave concerts in school assemblies and afternoon concerts for our Primary School, as well as the Year 11 prize giving.

#### **Big Band**

The Big Band enjoyed great success in 2018, performing at the Classics at 12 concert at the Uxbridge Centre in Howick, the Auckland Schools Jazz Festival (where they picked up a silver award) and at the KBB Festival, where they earned another silver award (narrowly missing out on a gold). They finished the year performing at our senior prize giving.

#### **Chamber Orchestra**

Despite missing out on an award at the KBB Festival in 2018, the Chamber Orchestra was praised for its use of two soprano singers and was also very well received at the Classics at 12 concert. Like the Big Band, they performed in school assemblies and evening concerts (including a specific classical music fund raising concert) and senior prize giving.

#### **Sanctus (Senior Choir)**

Sanctus played a full part in The Big Sing in 2018, including performing at the gala evening at the Town Hall; the year also saw Sanctus perform at three retirement homes, evening concerts and school assemblies, raising its status to the same level enjoyed by the Concert Band, Big Band and Chamber Orchestra.

#### **Jazz Combos**

These combos performed at the Auckland Schools Jazz Festival, at fund raising evenings (including a specific 'jazz-club' event held in our Chapel/reception area), as well as at Botany Town Centre.

#### **Junior Choir**

Whilst the year focussed on performing at the Town Hall in the APPA Festival, the Junior Choir also sang at the classical fund raising concert, in school assemblies and at the Year 7 and 8 prizegiving.

#### **Light Orchestra**

Primarily a rehearsal/development orchestra, they performed at the classical fund raiser, the year 9 and 10 prize giving and also formed part of a huge multi-school orchestra of over 60 students who performed at the Manukau Arena with the Auckland Philharmonia in the Bring It Together concert.

#### **Primo Ensemble**

Comprised of Year 7 and 8 students who were beginners on their instruments, this ensemble performed at the Lewis Eady Junior Music Competition and brought home a bronze award, then finished the year by performing at the year 7 and 8 prize giving.

#### **Chamber Ensembles**

We had three ensembles who all performed at our classical fund raiser, then played at the NZCT Chamber Music Contest: a clarinet quartet and two string/piano ensembles which each had a soprano singer.

#### **Rock and pop groups**

Our House Band (aka The Holy Terrors) competed at Rock Quest, but we took many more performers to Stand Up Stand Out (the Auckland Council's school music/dance competition). Along with the Holy Terrors, we had one other rock band as well as several solo singers (Audrie Mamaradlo reached the semi-finals of the solo vocal heat), our Funk Band took part as did a reduced version of Sanctus in the group vocal heats. One venture was to enter four dance

groups (to give our students an opportunity to dance after the cancellation of Stage Challenge) and one of our groups reached the grand final at the Manukau Arena.

### **Country Music Festival**

We again entered the East Auckland Country Music Association's Young Star competition and brought home a silver medal.

### **The South Eastern Kahui Ako (Communities of Learning)**

2018 saw continued support between those schools in our Kahui Ako. Plans and a website have been developed, Teacher-Only Days continue to be being held, leadership meetings to plan next steps, funding proposals to MoE applied for, Across and Within School Leaders appointed and the sharing of our progress with Boards of Trustees, Staff and Parents.

It has meant a significant amount of time out of the usual school hours to meetings to focus on all this work and created an extraordinary amount of extra workload. I am still to see for the time and effort put into it whether there are real benefits for our school outside of the opportunity for staff to collaborate.

### **Community**

With the progress of the St Lukes Church build, our involvement in activities to support some fundraising opportunities for the Church, it has seen more parents involved in coming to special events. As our musicians have gone from strength to strength, there has been further opportunities for them to showcase their talents drawing parents to the college. Through sport, there is good community support on the sideline and when we have held parent interviews and information evenings (Careers and NCEA) there has been healthy numbers attending.

## **Careers Education, Information and Guidance**

The Careers Department is responsible for managing the delivery of the Careers Education Programme throughout the College that includes information and guidance to all students at all levels. The Department staff includes a Careers Coordinator, part-time Gateway Co-ordinator (33 hours/week) and the Careers Administrator and Star Coordinator (30 hours/week).

During the school year (2018), the Careers Department provided the following opportunities to students. These are in addition to the careers counselling interviews provided by the Careers Advisor.

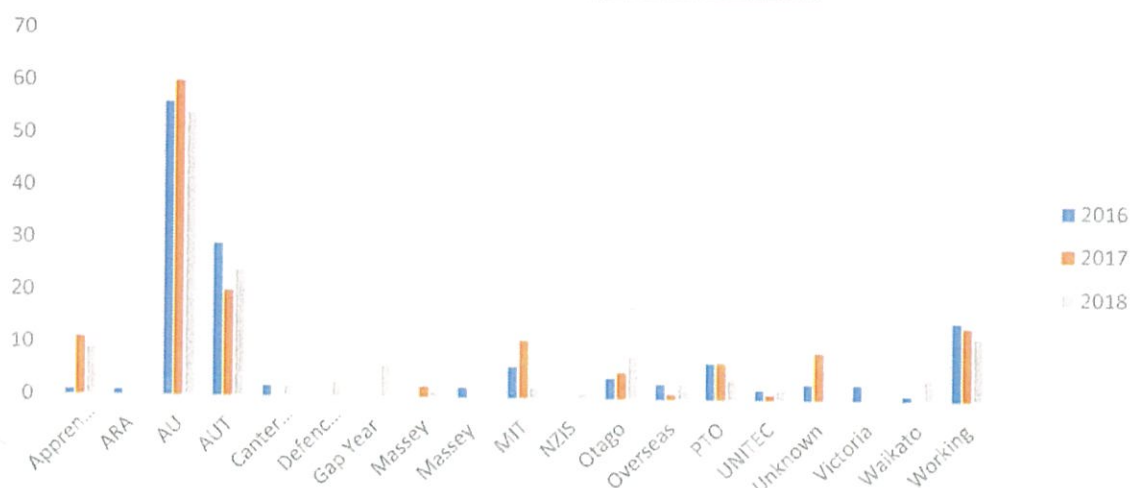
- Careers Fair in April for year 10 and above students and parents. This included various tertiary presentations and an NCEA information presentation.
- Tertiary liaison talks at the College e.g. Auckland University, Otago University, AUT, Massey University and Victoria University – general course and degree planning sessions.
- Year 10 Careers Day including career and tertiary workshops
- Careers Experience Days (off-site) for targeted student groups. e.g. Pasifika Careers Fonos, Maori Careers Hui.
- Subject selection workshops for year 11.
- Work experience placements (all year) under the Gateway programme – 22 students across a number of occupational areas – Aviation, Early Childhood Teaching, Building, Banking, Automotive, Hospitality, Computer Engineering and the Trades.



- STAR placements (all year) at tertiary course providers – a total of 14 different off-site courses in areas including Aviation, Hospitality, Travel & Tourism, Computing, First Aid, Hairdressing and Beauty and Audio Engineering. A total of 71 student placements.
- 16 Students participated in the Full year Trades Academy programme and Manukau Institute of Technology. Areas of study included; Building and Electrical, Plumbing, Automotive and Trades for Girls.
- Year 13 application and tertiary scholarship workshops
- Industry visits to targeted curriculum areas with in school including Media Studies, English and Technology
- Experience days at Middlemore Hospital, Manukau Institute of Technology, AUT University, Kiwi Roofing and Star of the Sea primary School
- Other off site career events

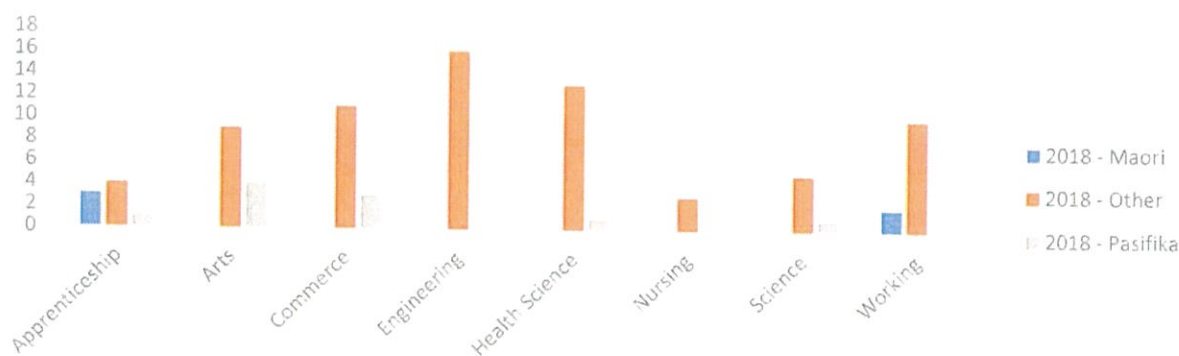
**Careers Education** – Timetabled Subject: World of Work class for identified Year 12/13 students. Special focus on those interested in the Trades/Apprenticeships and Early Childhood Education.

### Destination Data 2018



- The University of Auckland continues to be our most prevalent tertiary provider. There was a slight decrease in 2018 compared to 2017.
- AUT University is our second most prevalent provider. Our enrolments were up in 2018 compared to 2017.
- There still continues to be students looking at apprenticeship or working as pathways when they leave school.

### Most Popular Courses of Study 2018 including Apprenticeship and Working



- Bachelor of Engineering and Bachelor of Health Science were the most popular study options for our students in 2018.

## Destination Data Maori and Pacific Students

Destination/Area of Study	Overall	Maori	Pasifika
AIR NZ Aviation Institute	1	0	0
Apprenticeship	2	0	0
AU	54	1	3
AUT	23	0	3
Canterbury	2	1	1
Defense Force	1	0	0
Gap Year	6	2	1
Massey	1	1	0
Media Design	1	0	0
MIT	2	0	0
Otago	8	0	2
Overseas	1	0	0
QRC	1	0	0
UNITEC	2	0	0
Victoria	0	0	0
Waikato	4	0	2
Working	8	2	0
<b>Total</b>	<b>117</b>	<b>7</b>	<b>12</b>

- The majority of our Maori and Pacific students are enrolled at The University of Auckland and AUT University

### Sport

Our school's annual sports census was recorded on 31 October 2018, as per the School Sport New Zealand Reporting. This census displays participation data of students, staff and community volunteers who are involved in the Sancta Maria College sports programme. Only sports or activities where participation of a five-week period or more were included in our census. This means that recreational or casual sport; school cross-country, school athletics events were not recorded.

### 2018 Participation & Performance Data

	2017	2018	Variation
Year 9-13 school roll	745	730	-15
Year 9-13 school rep students	428	364	-64
Year 9-13 % of school rep students	57%	50%	-7%
Year 7&8 school roll	295	299	+4
Year 7&8 School rep students	232	215	-17
Year 7&8 % of school rep students	79%	72%	-7%
Total school rep students	660	579	-81
Overall % of student reps in school	63%	56%	-7%

### Kiwi Sport funding

The funding we receive each year is essential to enabling our school to run an effective sports programme that meets the needs, expectations and demands of our students and wider school community.

This funding goes towards creating sporting opportunities for our students across a variety of codes and platforms including weekly competitions and tournaments; casual, recreational and social sport; professional development and support for volunteers; and expert training for individual athletes and teams.

### School Funding & Fees Breakdown

Operational funding	\$43,000
Student Fee Income	\$33,250
<b>Total 2018 operational budget</b>	<b>\$73,250</b>

### 2018 Sports Ledgers

Funding helps to supplement the total fees that students need to pay each season. This paid for team entries (local competitions only), equipment and some apparel items. The difference in funding allocation between codes is due to their respective expenses and popularity at our school, i.e., some codes have higher operating costs than others and some receive their own government funding which reduces their overall expenses.

▪ Administration	\$8,300	▪ Other Sport	\$3,000
▪ Athletics	\$1,600	▪ Professional Development	\$800
▪ Badminton	\$1,300	▪ Recreational Sport	\$500
▪ Basketball	\$11,920	▪ Rowing	\$300
▪ Coaches	\$1,000	▪ Softball	\$1,180
▪ Cricket	\$820	▪ Sports Awards	\$4,000
▪ Equipment	\$2,000	▪ Sport Contingency	\$2,000
▪ Football	\$4,220	▪ Sport Relief	\$5,500
▪ Hockey	\$8,000	▪ Sport Stock Uniforms	\$5,000
▪ Netball	\$3,730	▪ Tag Football	\$280
▪ NZSS Tournaments	\$3,000	▪ Tennis	\$700
▪ Rugby	\$2,100	▪ Touch Rugby	\$700
▪ Volleyball	\$1,300		

#### Administration (\$8,300)

Affiliation fees to College Sport Auckland and Year 7&8 South Eastern Zones, office stationary, printing, school van expenses.

#### Coaches (\$1,000)

This fund assists reimbursing coach/manager expenses for their respective teams, e.g., petrol, premier team after match functions, professional coaching etc. Coaching and umpiring courses are also subsidised under this fund.

#### Equipment (\$1,600)

This is a small fund aimed toward supplementing the purchase of new items for our programme, e.g., rugby/football/basketballs, badminton shuttles, gear bags, storage, cones, whistles etc.

#### NZSS Tournaments (\$3,000)

Covers the entry costs of all teams and individuals who represent the College at National School level.

#### Professional Development (\$800)

Aimed toward covering expenses associated with any industry related courses, e.g., attendance at the Annual Sports Conference, code specific training courses.

#### Sports Awards (\$4,000)

Covers all expenses associated to our school's annual awards evening and any other related celebratory expenses



### Sport Contingency (\$2,000)

This is to supplement the student cost for all one day or overnight sports trips in the event of any unexpected expenses.

### Sport Relief (\$5,500)

This funding helps to reduce individual student fees who compete at One Day Tournaments where staff members are required (paying relief teachers).

### Sport Stock Uniforms (\$5,000)

Covers the purchase of replenishing lost or damaged stock, along with the purchase of uniforms for new teams.

#### Sporting Opportunities

- Inter-school competitions
- Regional, North Island and National Tournaments
- Inter-House competitions
- Student leadership groups
- Inter-home room lunch time sport
- Casual lunch time recreational sport
- One day and overnight tournaments
- Intra-school sport competitions
- Sport specific have-a-go days
- Year 7&8 morning casual sport

### New Initiatives

In addition to the inter-school program, the Sports Department ran the following initiatives to increase sports participation and physical activity in 2018.

- Year 7&8 Sports Day – Term 1
- Year 7-10 Orienteering week – Term 4
- Speaking at the New Students welcome evening and completing pre-registrations
- Introduction of the Sancta Maria College Regional Award – For students who represent our region
- University student work placement – Assisted the sports department in all administrative and operational tasks

### Community Links

Connecting with the wider school community allows us to provide our students with greater opportunities and improved expertise in sport.

AAIMS Year 7&8 Sports Organisation	Eastern Basketball Association
Aktive Auckland	Howick/Pakuranga Netball Club
ASB College Sport Auckland	Marist Eastern Rugby Club
Auckland Basketball Services Ltd	Marist Old Boys Rugby Club
Auckland Cricket Association	Mercer Rowing Club
Auckland Football Federation	New Zealand Futsal
Auckland Hockey Association	Paladin's Basketball Association
Auckland Rugby Union	Paralympics New Zealand
Auckland University Hockey Club	Pulman Park Sports Academy
Auckland University of Technology	Sancta Maria Netball Club
Counties Manukau Orienteering Club	School Sport New Zealand (formerly NZSS Sports Council)
Counties Manukau Sport	Sport Auckland
	Unitec School of Sport

L. Moore  
Principal

*L. J. Moore*

Date

*20 May 2019*