

## Sacred Heart School, Petone Analysis of Variance – 2012

**Strategic Goal 1:** Sacred Heart students understand and model our Catholic values and are confident and involved members of our society.

**Annual Aim 1:1** Establish and embed the vision of our students when they leave Sacred Heart, through professional development of staff, communication to the community and inclusion of all aspects of school life.

**Baseline data:** Staff have developed a vision of what a student will look like when they leave Sacred Heart. This vision has been developed through staff knowledge of the key competencies and the feedback from parents received during the strategic planning process. It has been aligned with the key competencies, the school values and the discipline process

### Target:

- To finalise our vision for our students as they leave at Year 8
- To embed this vision in everything we do at Sacred Heart so that it is clearly evident to everyone in the community

Actions	Result	Analysis	Evaluation
<p>Staff worked on what we want our students to be when they leave Sacred Heart.</p> <p>We also looked at what the community said at the last consultation and included these ideas.</p> <p>The management team have also talked to the secondary schools we work with to see how our students do when they move on to college</p> <p>Teachers were responsible for embedding it in class practice</p>	<p>A graduate profile was developed.</p> <p>It is displayed in all classrooms and other areas of the school. We published it in the newsletter and on our website.</p> <p>It also relates to our RISE values.</p>	<p>The Graduate Profile needs embedding to ensure that all students understand what it means for them in their life.</p> <p>Staff will have to ensure that it is given priority in their teaching programmes next year.</p>	<p>The process to develop the Graduate Profile was rigorous and as a result we now have a document which is easy to read and future focused.</p>

**Strategic Goal 2:** All students are able to effectively access the New Zealand Curriculum as evidenced by achievement against National Standards.

**Aim 2:1** Raise the level of achievement for at risk Maori, Pasifika and other students identified as not meeting National Standards in Writing

**Baseline data:** This baseline data is extracted from the 2011 end of year asTTle writing assessment results

**Analysis of Data:** 84 results for all students Yr 4-8

18 results for Maori students Yr 4-8

29 results for Pasifika students Yr 4-8

- 68 students out of all students in Years 4-8 achieved or exceeded achievement levels in relation to National Standards
- 15 students out of all students in Years 4-8 achieved below expectation in relation to National Standards and 1 student was well below
- Data for Maori students in Years 4-8 showed that 12 students achieved or exceeded achievement levels in relation to National Standards, 4 students were below and 1 student was well below
- Data for Pasifika students in Years 4-8 showed that 23 students achieved or exceeded achievement levels in relation to National Standards and 6 students achieved below expectation

**Target:**

- 85% of all students will achieve at or above the National Standards in Writing for their year level
- All Maori, Pasifika and other students (as identified in Special Needs Register) who are below or well below the National Standard for their level will either meet the appropriate Standard or progress at least one year against the Standard

<b>Actions</b>	<b>Result</b>	<b>Analysis</b>	<b>Evaluation</b>
<p>Identified target students from 2011 baseline end of year data.</p> <p>Individual learning goals set up for targeted students for 2012</p> <p>Discussion of targeted students at syndicate meetings</p> <p>Reporting to parents on students' achievements in relation to National Standards</p> <p>End of year data analysed and reported on to the BOT</p> <p>Targets set for 2013</p>	<p>86.7% of all students from Year 1- year 8 met or exceeded expected achievement levels in relation to National Standards. (Only students who had completed a year at school are included in this data).</p> <p>Data for Maori students in Years 1-8 showed that 18 out of 21 students (85.7%) achieved at or above expectation and 3 students (14.3%) were below the standard.</p> <p>Data for Pasifika Students showed that 40 out of 49 students (81.6%) achieved at or above expectation, 6 students (12.2%) were below and 3 students (6.1%) were well below the standard.</p>	<p>Staff identified the at-risk students in writing and these students were targeted and individual teaching plans were set up.</p> <p>These children were monitored by their class teacher, syndicate leaders and the DP who was in charge of Special Needs.</p> <p>Staff PD in Increasing Cultural Responsiveness supported the targeted interventions for these students.</p> <p>The Pasifika students who were well below made significant progress and 2 of these students were ESOL students.</p> <p>Our new Pasifika Study Centre also supported these students with their writing.</p>	<p>Assessment procedures have been more targeted and therefor provide data which provides next learning steps.</p> <p>Target students for 2013 were identified at the end of the year and so programmes can begin immediately in the new year.</p> <p>A similar programme will be set up next year.</p>

**Strategic Goal 2:** All students are able to effectively access the New Zealand Curriculum as evidenced by achievement against National Standards

**Annual Aim 2.2** Increase the percentage of students achieving at or above National Standards for mathematics

**Baseline Data:** This baseline data is extracted from the 2011 end of year Overall teacher Judgement using PAT data, IKAN, Gloss and Numpa data, basic facts and other class tests, assignments or anecdotal notes

**Analysis of Data:**

91 results for all students Yr 3-7

19 results for Maori students Yr 3-7

31 results for Pasifika students Yr 3-7

- 73 students out of all students in Years 3-7 achieved or exceeded expected achievement levels in relation to National Standards
- 16 students out of all students in Years 3-7 achieved below expectation in relation to National Standards and 2 students were well below.
- Data for Maori students in Years 3-7 showed that 15 students achieved or exceeded achievement levels in relation to National Standards and 4 students achieved below expectation
- Data for Pasifika students in Years 3-7 showed that 24 students achieved or exceeded achievement levels in relation to National Standards, 6 students achieved below expectation and 1 student achieved well-below

**Target:**

- 85% of all students will achieve at or above the National Standards in Maths for their year level
- All Maori, Pasifika and other students (as identified in Special Needs Register) who are below or well below the National Standard for their level will either meet the appropriate Standard or progress at least one year against the Standard

<b>Actions</b>	<b>Result</b>	<b>Analysis</b>	<b>Evaluation</b>
<p>Identified target students from 2011 end of year baseline data.</p> <p>Individual learning goals set up for targeted students for 2012</p> <p>Discussion of targeted students at syndicate meetings</p> <p>Reporting to parents on students' achievements in relation to National Standards</p> <p>End of year data analysed and reported on to the BOT</p> <p>Targets set for 2013</p>	<p>80.4% of all students from Year 1- year 8 met or exceeded expected achievement levels in relation to National Standards. (Only students who had completed a year at school are included in this data).</p> <p>Data for Maori students in Years 1-8 showed that 16 out of 21 students (76.1%) achieved at or above expectation and 5 students (23.8%) were below the standard.</p> <p>Data for Pasifika Students showed that 35 out of 49 students (71.4%) achieved at or above expectation, 11 students (22.4%) were below and 3 students (6.1%) were well below the standard.</p>	<p>Staff identified the students at risk in mathematics and these students were targeted in their learning.</p> <p>Targeted teaching specifically to address learning needs.</p> <p>Cross grouping for Maths in Year 7 &amp; 8 particularly enabled the teacher to focus on very specific learning needs.</p> <p>We have noted that at Year 7 we have our largest cohort below the standard. We are confident that by the end of Year 8 most of these students will have meet the required standard.</p>	<p>A gap analysis will be carried out to identify if there is a trend area in Maths across the school which may need more targeted teaching or staff PD.</p> <p>Target students have been identified for 2013 and these students (particularly Year 7) will be closely monitored over the year.</p> <p>An intervention programme will be put in place for all students who need help to reach the standard.</p>

**Strategic Goal 2:** All students are able to effectively access the New Zealand Curriculum as evidenced by achievement against National Standards

**Annual Aim 2.3** Increase the percentage of students achieving at or above National Standards for Reading

**Baseline Data:** This baseline data is extracted from the 2011 end of year asTTle Reading test and Overall teacher judgement

85 results for all students Yr 4-8

16 results for Maori students Yr 4-8

30 results for Pasifika students Yr 4-8

- 69 students out of all students in Years 4-8 achieved or exceeded expected achievement levels in relation to National Standards
- 13 students out of all students in Years 4-8 achieved below expectation in relation to National Standards and 3 students were well below.
- Data for Maori students in Years 4-8 showed that 13 students achieved or exceeded achievement levels in relation to National Standards, 2 students achieved below expectation and 1 student achieved well- below.
- Data for Pasifika students in Years 4-8 showed that 22 students achieved or exceeded achievement levels in relation to National Standards, 6 students achieved below expectation and 2 students were well below

**Target:**

- 85% of all students will achieve at or above the National Standards in Reading for their year level
- All Maori, Pasifika and other students (as identified in Special Needs Register) who are below or well below the National Standard for their level will either meet the appropriate Standard or progress at least one year against the Standard

Actions	Result	Analysis	Evaluation
<p>Identified target students from 2011 end of year baseline data.</p> <p>Individual learning goals set up for targeted students for 2012</p> <p>Discussion of targeted students at syndicate meetings</p> <p>Reporting to parents on students' achievements in relation to National Standards</p> <p>End of year data analysed and reported on to the BOT</p> <p>Targets set for 2013</p>	<p>90.2% of all students from Year 1- Year 8 met or exceeded expected achievement levels in relation to National Standards. (Only students who had completed a year at school are included in this data).</p> <p>Data for Maori students in Years 1-8 showed that 17 out of 21 students (81%) achieved at or above expectation and 4 students (19 %) were below the standard.</p> <p>Data for Pasifika Students showed that 44 out of 49 students (89.8%) achieved at or above expectation, 2 students (4.1%) were below and 3 students (6.1%) were well below the standard.</p>	<p>Staff identified the at-risk students in Reading and these students were targeted and individual teaching plans were set up.</p> <p>These children were monitored by their class teacher, syndicate leaders and the DP who was in charge of Special Needs.</p> <p>Staff PD in Increasing Cultural Responsiveness supported the targeted interventions for these students.</p> <p>The Pasifika students who were well below made significant progress and 2 of these students were ESOL students.</p> <p>Our new Pasifika Study Centre also supported these students with their writing.</p> <p>Our Parent Tutor Reading Programme and the reading Recovery programme also supported our students who were below the standard</p>	<p>Assessment procedures have been more targeted and therefor provide data which provides next learning steps.</p> <p>Target students for 2013 were identified at the end of the year and so programmes can begin immediately in the new year.</p> <p>A similar programme will be set up next year.</p>

**Strategic Goal 2:** All students are able to effectively access the New Zealand Curriculum as evidenced by achievement against National Standards

**Annual Aim 2.4** Improve consistency of practice across the school in Inquiry learning and develop a shared understanding for implementing Inquiry learning

**Baseline Data:** The school has identified that we do not yet have consistent practice in Inquiry or a school-wide consistent inquiry process. ERO during their visit in 2011 also identified this area as something the school should address. Due to issues with ICT hardware we were unable to meet 2011 targets.

**Target:**

- To develop and embed a school-wide inquiry process
- To replace outdated computer hardware with up-to-date hardware to facilitate and enhance Inquiry learning in the school

Actions	Result	Analysis	Evaluation
<p>Two lead teachers were appointed to lead the professional development in this area.</p> <p>Two professional development staff meetings were held each term and the school has developed and embedded a school-wide Inquiry process. This was shared with the parents at an Inquiry parents evening facilitated by the staff.</p> <p>The school has purchased and installed a new Server. We have also purchased a COW with 15 Apple laptops in it</p>	<p>The school wide Inquiry process is evident in every class room. It is consistent and is working very well.</p> <p>Each classroom now has a data projector to enhance the learning of the children.</p> <p>The COW is well utilised and all classes are using the laptops for their inquiry work</p>	<p>Substantial work has been done this year to upgrade our ICT capacity.</p> <p>We have purchased a new server, we now have data projectors in each classroom and there is a COW with 15 Apple laptops for student use.</p> <p>The cabling is also in the process of being laid for ultra-fast broadband.</p> <p>The school wide Inquiry process has been implemented consistently across the school.</p>	<p>Next year we will continue to embed the Inquiry process to ensure that all students are confident using it.</p> <p>Further develop PLC's as part of teachers becoming more reflective practitioners.</p>

**Strategic Goal 3:** An effective partnership exists with all school families in order to support student progress and achievement

**Annual Aim 3.1** Review the ways the school shares achievement information with its parents, whanau and community in order to best meet the learning needs of all its students.

**Baseline Data:** ERO in their visit in 2011 agreed with the planned review of teacher's capacity in cross-cultural understanding with the aim of maximising the effectiveness of their teaching to meet individual needs. The staff PD plan for 2012 includes the development of teaching strategies to support and raise success of Maori and Pasifika students. The staff will also develop ways of involving parents in their children's learning.

**Target:**

- School reporting to parents will be effective and in plain language
- Parents are fully informed of ways they can help to support their care children's learning at home
- All consultation with Maori and Pasifika parents is undertaken in a culturally appropriate forum.
- All staff will complete Professional Development and reflect on their practice to further to ensure success for all Maori and Pasifika students

Actions	Result	Analysis	Evaluation
<p>School reporting to parents timetable reviewed and set</p> <p>Learning Journals set up.</p> <p>Lead teacher appointed for professional development</p> <p>Consultation with Maori and Pasifika parents</p> <p>Pasifika Study Centre up and running</p> <p>Parent curriculum evenings held.</p> <p>Work on increasing the cultural responsiveness of the staff</p>	<p>Staff focused on their own practice through professional development to help us look at our cultural responsiveness.</p> <p>Each child has a reflective journal and these have been used as part of the 3 Way Learning Conferences. These have been reviewed by both the staff and the community and changes will be made for next year.</p> <p>Parents were given suggestions as to how they can help with their children's learning at home via newsletters and at learning conferences</p> <p>Working with both the Pasifika Parents Group and the Whanau support group to ensure that parents are getting information about their child's learning</p>	<p>Professional development has enabled us to critique our own practice and see where we need to make changes.</p> <p>We have made a good start but now we need to build on this start next year.</p> <p>We need to educate the parents better about the purpose of the Learning Journals.</p> <p>The staff needs to include the learning journal into class programmes more next year so as to better utilise time.</p> <p>Fine tune the Pasifika Study Centre so it can continue to work as an intervention for our Pasifika students.</p>	<p>Continue to build on the start we have made with the professional development.</p> <p>Look at the question "Are we meeting the needs of all learners?"</p> <p>Continue to work with our Maori and Pasifika parents to ensure they are fully informed about their children's learning.</p>

**Strategic Goal 4:** Our school is effectively led by a Board of trustees committed to on-going improvement of student progress and achievement.

**Annual Aim 4.1** The Board of Trustees will continue to govern the school through meeting their compliance responsibilities and ensuring the school is resourced to support strategies to raise student achievement

**Baseline Data:** The work programme undertaken by the Board in 2011 has set the direction for the next three years. A Governance manual has been written and implemented by the Board which has outlined clearly the Governance/ Management responsibilities.

**Target:**

- To review the Governance manual to ensure it is a working document which meets our needs
- To complete the Policy review work so that the school runs efficiently and successfully
- To continue to attend professional development when necessary

Actions	Result	Analysis	Evaluation
<p>New procedures written and appropriate policies revoked</p> <p>Review process in place for procedures</p> <p>Six of the remaining eight policies have been reviewed</p> <p>Triennial work programme reviewed and included in Governance manual</p> <p>Governance manual reviewed</p> <p>Charter (including Strategic and Annual Plans) at MOE by February 1<sup>st</sup></p>	<p>Governance Manual has been reviewed by the Policy Committee.</p> <p>All procedures have been reviewed</p> <p>Charter with MOE on time.</p>	<p>The new Governance manual and policy review framework has streamlined work in this area.</p> <p>Procedures are all documented and have been reviewed.</p> <p>No BOT training in Special Character was undertaken due to none being offered this year.</p>	<p>Next year we need to run a successful BOT election campaign and induction process for the new BOT.</p> <p>Community consultation needs to be undertaken to give direction to the strategic direction of the school in the next 3 years.</p>