

Statement of variance: progress against targets

Strategic Goal 1:

Live Our Catholic Faith

Annual Target/Goal:

As per the annual Engage in and nurture the learning of RE in classes

Actions	What did we achieve? <i>What were the outcomes of our actions?</i> <i>What impact did our actions have?</i>	Evidence <i>This is the sources of information the board used to determine those outcomes.</i>	Reasons for any differences (variances) between the target and the outcomes <i>Think about both where you have exceeded your targets or not yet met them.</i>	Planning for next year – where to next? <i>What do you need to do to address targets that were not achieved.</i> <i>Consider if these need to be included in your next annual implementation plan.</i>
Action 1 <i>Foster the parish/school relationship</i>	<ul style="list-style-type: none"> Plan and review with the church, including delivery of Mass and shared activities Values taught and integrated into learning and day to day life 	<ul style="list-style-type: none"> Staff meeting minutes recorded Teacher’s planning Observations Conversations Online documents in shared folder 	<ul style="list-style-type: none"> Change in school leadership Limited release for leader of RE to plan, lead and implement changes 	<ul style="list-style-type: none"> Develop Professional Growth Cycle and observe each other teaching New RE curriculum implemented across all year levels More refined targets/goals
Action 2 <i>Implement teaching of RE</i>	<ul style="list-style-type: none"> Leader of RE participated in DRS hui External PD in RE Staff meetings focused on RE Some internal assessment systems devised Lead staff development around new RE curriculum 			

Strategic Goal 2:

Build teaching and learning power

Annual Target/Goal:

Improve literacy achievement at St Peter Chanel School

Actions	What did we achieve? <i>What were the outcomes of our actions? What impact did our actions have?</i>	Evidence <i>This is the sources of information the board used to determine those outcomes.</i>	Reasons for any differences (variances) between the target and the outcomes <i>Think about both where you have exceeded your targets or not yet met them.</i>	Planning for next year – where to next? <i>What do you need to do to address targets that were not achieved. Consider if these need to be included in your next annual implementation plan.</i>
Action 1 <i>Enhance teacher's practice and embed Structured Literacy</i>	<ul style="list-style-type: none">• All staff attended PD meetings for Structured Literacy with the Kāhui Ako• Staff work in PLGF groups across the Kāhui Ako	<ul style="list-style-type: none">• Student data• Teacher feedback• Book work	<ul style="list-style-type: none">• Change in school leadership• Staffing• Facilitating learning with Kāhui Ako time frames	<ul style="list-style-type: none">• Develop Professional Growth Cycles• More refined goals/targets• PD with University of Otago facilitator
Action 2 <i>Participate in Structured Literacy PD-iDeaL</i>	<ul style="list-style-type: none">• Teachers trialed iDeaL lessons• Implemented Heggerty and Letters and Sounds• Trialed spelling programme in year 3-6			

Strategic Goal 3:

Foster hauora/wellbeing

Annual Target/Goal:

Enhance wellbeing of staff and students

Actions	What did we achieve? <i>What were the outcomes of our actions?</i> <i>What impact did our actions have?</i>	Evidence <i>This is the sources of information the board used to determine those outcomes.</i>	Reasons for any differences (variances) between the target and the outcomes <i>Think about both where you have exceeded your targets or not yet met them.</i>	Planning for next year – where to next? <i>What do you need to do to address targets that were not achieved.</i> <i>Consider if these need to be included in your next annual implementation plan.</i>
Action 1 <i>Focus on mindset and social/emotional wellbeing</i>	<ul style="list-style-type: none">• Mindfulness sessions• Implemented Wednesday Sport• Focused on cultural practices• Participated in Polyfest• Use 'hearts' as reward for positive mindset and school values• Staff wellbeing reviewed	<ul style="list-style-type: none">• Student counselling service 'Hearing You'• Conversations with staff and students• 'Heart' information gathered	<ul style="list-style-type: none">• Change in school leadership and BOT• Staff supporting various roles through a period of change	<ul style="list-style-type: none">• School systems and processes reviewed• Strengthen School's Strategic Plan• Build connections with community and church• Develop sense of belonging and celebrate successes• Whānau participation at community events

Evaluation and Analysis of the school's student's progress and achievement

Student data is collected:

Student assessment and data is collected throughout the school year. A range of summative, formative and diagnostic assessments are used to collect data.

Supporting all students:

St Peter Chanel is developing systems to ensure all students' needs are being met. This includes:

- Inclusive environment that supports individual needs of students.
- Students are supported by teacher-aides who work with identified students whose needs have not been met in the past.
- Strong focus on kapa haka, te reo and pasifika protocols.
- St Peter Chanel had support and access to a Learning Support Coordinator.
- External Sports coaches used to enhance physical well being.
- 'Hearing Me' counselling service provided.

Reading:

- There has been a sharp increase in our reading achievement. Our below expectation has shifted from 48% to 20%.
- We now have 80% of our students achieving at or above the expectation in reading.
- We have shifted 8% of our readers into above for their expected level.
- Students who are achieving above the expectation for reading are in the Year 4 and 6 level.
- We have shifted 19% of children who were only making some progress into expected progress. This means we now have 86% making expected or accelerated progress.

Writing:

- We now have 80% of students who are achieving close to or at for the expectation in writing, this is a 24% increase from mid year.
- 78% are making expected or accelerated progress Year 6 students are achieving at higher levels than other year groups.
- Pacifica students are all progressing well in both reading and writing.
- To complete 3 lessons of structured literacy per week, the Principal delivered supplementary lessons and elevated success in achieving our goal of 3 + lessons per week - particularly in the senior classroom.

Maths:

- We succeeded in moving 4 of the 6 target year 3 students from close to to at the expectation & 3 more students to above the

expectation.

- We have been using a mixture of Numicon and Figure It Out NZ Math approaches to deliver a cyclic programme.
- Xtra Maths & Prototech are being used for students who use devices to assist with speed in basic facts.
- Our maths data has tracked consistently from mid year.

Other curriculum area:

All other curriculum areas were covered throughout the year, including topics based around Matariki, NZ histories- Maori battalion, Science, the arts-with a focus on singing and cultural practice. The RE curriculum remained a large focus.

Evaluation and next steps:

Significant Professional Development is planned for 2024 in both supporting literacy teaching and in Assessment for Learning. Assessment development will include a stronger understanding of assessment data and OTJs and a strengthening of data collection.

The new RE curriculum will be embedded, with timetabling and professional development supporting this.

The school will further foster well being through whānau and community through increased networking, communication and community events.

Given effect to Tiriti o Waitangi

In recognising the unique position of Māori as tangata whenua (people of the land), St Peter Chanel School will take all reasonable steps to provide instruction in tikanga Māori and te reo Māori for all our students at an introductory level.

To achieve this, the school will:

- Integrate and teach tikanga and te reo as part of class programmes
- Use resources across the Kāhui Ako to work with iwi and kaumatua (elders)
- Consult with the parents of our Māori and Pasifika children regarding the programme of learning
- Promote the theme of New Zealand as a multicultural community with a bicultural heritage
- Prioritise our cultural and performance practice across the school
- Prepare and perform at Polyfest
- Continue staff development in cultural competency

Reporting on the principles of being a Good Employer

<p>How have you met your obligations to provide good and safe working conditions?</p>	<ul style="list-style-type: none"> • <i>a safe work environment where risks to health and safety are minimised or eliminated</i> • <i>welfare support for workers</i> • <i>monitoring worker health and workplace conditions</i>
<p>What is in your equal employment opportunities programme? How have you been fulfilling this programme?</p>	<ul style="list-style-type: none"> • <i>treat current and prospective staff fairly</i> • <i>make decisions based on relevant merit</i> • <i>work to eliminate bias and discrimination.</i>
<p>How do you practise impartial selection of suitably qualified persons for appointment?</p>	<p><i>It is without exception the best person for the job.</i></p>
<p>How are you recognising,</p> <ul style="list-style-type: none"> - The aims and aspirations of Maori, - The employment requirements of Maori, and - Greater involvement of Maori in the Education service? 	<ul style="list-style-type: none"> • <i>St Peter Chanel School has high aspirations for every student. We encourage the participation and engagement of students and their whānau in all aspects of school life.</i> • <i>Our relationships with our school community help us meet the needs of all students and sustain their identities, languages, and cultures. The participation of whānau and our wider Māori community actively informs the way we design and deliver education to ensure Māori students experience educational success as Māori</i> • <i>Monitoring Māori students progress and implementing support if needed</i> • <i>St Peter Chanel School aims to work in partnership with our local Māori community</i> • <i>St Peter Chanel School actively protects and upholds mātauranga Māori, te reo Māori, and tikanga Māori, and ensures they are meaningfully incorporated into the everyday life of our school</i>
<p>How have you enhanced the abilities of individual employees?</p>	<p><i>Strong PD focus and encouragement for staff to abilities of individual participate at conferences/workshops.</i></p>
<p>How are you recognising the employment requirements of women?</p>	<p><i>Equal opportunities in our workplace.</i></p>
<p>How are you recognising the employment requirements of persons with disabilities?</p>	<ul style="list-style-type: none"> • <i>Disability car parks</i> • <i>EEO policy followed.</i>

Good employer policies should include provisions for an Equal Employment Opportunities (EEO) programme/policy . The Ministry of Education monitors these policies:

Reporting on Equal Employment Opportunities (EEO) Programme/Policy	YES	NO
Do you operate an EEO programme/policy?	✓	
Has this policy or programme been made available to staff?	✓	
Does your EEO programme/policy include training to raise awareness of issues which may impact EEO?	✓	
Has your EEO programme/policy appointed someone to coordinate compliance with its requirements?		✓
Does your EEO programme/policy provide for regular reporting on compliance with the policy and/or achievements under the policy?	✓	
Does your EEO programme/policy set priorities and objectives?	✓	

Kiwisport Funding 2023

In 2023 we received \$1000 for Kiwisport Funding
 In 2023 we spent the money on Sports equipment and hockey lessons.

Total \$1000

We had a large number of outside providers come in and teach - hockey, cricket, basketball, rugby, athletics and golf.