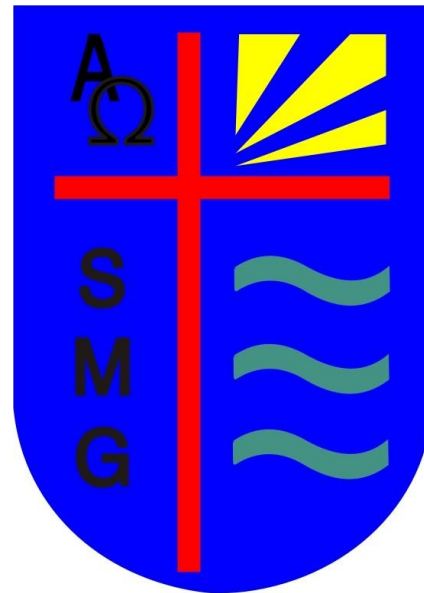


# St Marys Catholic School Charter

MOE 2680

Ratified by the School Board of Trustees on 23 March 2011



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## Introduction

### **School Mission**

St Mary's Catholic School, through *Christian values*, aims to create a positive learning environment for all students

### **School Vision**

St Mary's Catholic School teaches and practices *Gospel values* where learners seek opportunities to realise their potential.

### **Values**

**Reconciliation**

**Respect**

**Faith**

**Service**

## **School Description**

St Mary's Catholic School provides a Catholic education for children in Years 1-6. The school has a rich history with its 85 years of operation. The community is made up of a variety of families from various social economic and cultural backgrounds. Students attend the school from the Gisborne Township as well as its surrounding areas via the cluster bus network. All students wear the schools compulsory uniform with pride. In 2011, the school has a roll grading of 250 students, U4 and is Decile 5. European- 62%, Maori- 21%, Other- 17%. We have 3 syndicates and 11 classroom teachers who provide student centred educational programmes. Classes are of mixed ability with enrichment programmes being offered during school hours in academic, sporting and cultural fields. The school has an appointed SENCO specialist teacher who works alongside teachers and students.

## **Special Character**

At St Mary's School we will be a place where we live by the teachings and values of Jesus Christ. The School was founded by the sisters of St Joseph. Here you will develop a passion for learning through quality teaching and a balanced yet diverse range of learning experiences. Within our caring and nurturing atmosphere, values are taught and lived, and a concern for others is expected. We encourage and foster a love of learning and strive for excellence within a quality learning environment.

## **Cultural and Maori dimension**

Our schools policies and practices will provide opportunities for students to learn to respect the diverse ethnic nature and cultural heritage of New Zealand people with acknowledgment of the unique place of Maori. The school is focused on the National Educational Priorities and is committed to improving the learning of Maori students and the Maori dimension throughout the school through;

## **National Education Priorities our school is committed to**

- Core Curriculum of Literacy and Numeracy
- Highly skilled staff
- Students/Parents and Teachers partners in learning
- Community Partnerships
- Concept learning in non-core curriculum areas
- Gospel Values taught

# Strategic Intentions- 3 Year plan 2011/2012/2013



## Strategic Intentions 2011-2013

In the 3 year period from 2011 our School aims to enhance student learning outcomes by fulfilling our mission, vision and values, while taking into account the NEGs, NAGs and areas of National Education Priorities.

<b>Enhancement of Student achievement</b>	<b>Effective Learning Communities</b>	<b>Effective conditions for Learning</b>
<p>- Enhance, develop and review on an ongoing basis the delivery of our RE programme</p> <p>- Focusing on assessment for learning (AFL) so that students understand their progress and can identify their next steps in their learning.</p> <p>-enhance, develop and review on an on-going basis to strengthen programmes in core curriculum areas of literacy and numeracy</p> <p>-- Developing the student's ability to be active constructors of their learning through inquiry based learning opportunities. (ref ERO, 2010)</p> <p>enhance, develop and review on an on-going basis to strengthen the use of Learning Intentions and Success Criteria (ref ERO 2010).</p> <p>- Developing and implementing programmes to meet the differentiated needs of students across all learning areas.</p> <p>Enhance, develop and review on an on-going basis the programmes on offer in our school to ensure they meet the needs of Maori (Ka Hikitia – refer (ERO 2010).</p>	<p>- Enhance and further develop relationships with the Parish as a faith community</p> <p>- Implementing a school curriculum based on the needs of our students and the New Zealand Curriculum</p> <p>- Implementing assessment programs that inform and improve learning.</p> <p>-To live our schools vision and values everyday</p> <p>- enhance and further develop relationships with Parents and caregivers as partners in learning.</p> <p>- enhance, develop and review on an on-going basis assessment and testing practices to ensure validity of data for individual/school wide reporting and identification of next steps in learning</p>	<p>- Fully networking the school and provide access to a variety of ICT's (hardware and software) for teaching, learning and administration purposes.</p> <p>- Ensuring that budgets address identified areas of need through the purchasing of quality learning resources.</p> <p>-Upgrading all facilities to create quality and modern learning environments throughout the school.</p>

## Strategic Plan

The following outlines planned activities to ensure that our strategic goals are met over the next 3 years.

These are reviewed yearly as part of the annual plan.

### Student Achievement

Goal	Actions for 2011-2013
<p>Enhance, develop and review on an ongoing basis the delivery of our RE programme</p>	<ul style="list-style-type: none"> <li>- unpack student achievement data based on school wide testing</li> <li>- set school-wide achievement targets. Report student achievement targets and results to community</li> <li>- include RE as part of staff Professional Learning, continuing use of Digital resource</li> <li>- include RE as part of Individual PLD where appropriate and fund accordingly</li> <li>- annual focus in PD on aspects of RE</li> <li>- ensure leadership structure supports RE focus</li> <li>- as resourcing allows, provide release for DRS</li> <li>- source external PLD support from agencies/providers where possible</li> <li>- forge relationships with other schools to share best practice and PLD</li> <li>- forge good relationships with the Maori community</li> </ul>
<p>Focusing on assessment for learning (AFL) so that students understand their progress and can identify the next steps in their learning.</p>	<ul style="list-style-type: none"> <li>- School involved in the 2 year formative assessment PD starting in 2011, with Evaluative Associates</li> <li>- Teachers and students observed by external experts. Personalised PD provided for all teachers improving the quality of formative assessment - Review of school wide assessment systems and policies to ensure that assessment informs teaching and learning</li> <li>- Provide parents with learning opportunities so that they develop an understanding of assessment for learning and how this can be done at home eg: questioning techniques.</li> <li>- Develop student goal setting and self review.</li> <li>- Develop 3 way conferences where students work alongside parents and teachers to identify their learning goals and learning programmes.</li> <li>- Increase the opportunities for students to undertake self review in the class setting- individual, peer, group, oral, written, etc.</li> </ul>

## Student Achievement cont.

### Actions for 2011-2013

Enhance, develop and review on an on-going basis to strengthen programmes in core curriculum areas of literacy and numeracy

- unpack student achievement data based on school wide testing 'window'
- set student achievement targets. Report student achievement targets and results to community
- include literacy/numeracy as part of staff Professional Learning
- include literacy/numeracy as part of Individual PLD where appropriate and fund accordingly
- annual focus in PD on aspects of literacy/numeracy
- ensure leadership structure supports literacy/numeracy focus
- as resourcing allows, provide release for staff leading literacy/numeracy
- source external PLD support from agencies/providers where possible
- forge relationships with other schools to share best practice and PLD
- investigate opportunities to be part of MoE contracts

Developing the student's ability to be active constructors of their learning through inquiry based learning opportunities. (ref ERO, 2010)

- include Inquiry as part of a the St Marys Learning Pathway
- link with a culture of ICT inclusiveness, ICT as a tool in learning - anytime anywhere
- share examples of best practice with staff
- support/guide teachers in developing understanding/implementation of Inquiry
- seek external PLD opportunities, national and regional conferences
- make links with literacy/numeracy initiatives where possible
- source external PLD support from agencies/providers where possible
- forge relationships with other schools to share best practice and PLD

## Student Achievement

Goal	Actions for 2011-2013
<p>Enhance, develop and review on an on-going basis to strengthen the use of Learning Intentions and Success Criteria (ref ERO 2010).</p>	<ul style="list-style-type: none"> <li>- review teacher effectiveness annually</li> <li>- allocate leadership in this area to a member of SLT and include in Job Description</li> <li>- share examples of best practice with staff</li> <li>- support/guide teachers in effective use of LI/SC</li> <li>- make links with literacy/numeracy initiatives where possible</li> <li>- ensure leadership structure supports LI/SC focus</li> <li>- as resourcing allows, provide release for staff leading literacy/numeracy</li> <li>- source external PD support from agencies/providers where possible</li> <li>- forge relationships with other schools to share best practice and PLD</li> </ul>
<p>Developing and implementing programmes to meet the differentiated needs of students across all learning areas.</p>	<ul style="list-style-type: none"> <li>- Review assessment tools used to collect and analyse data- Diagnostic, formative and summative.</li> <li>- Undertake PD on developing programmes that meet the needs of students. Visit schools of excellence in NZ with respect to the development and implementation of needs based programmes.</li> <li>- Set annual targets based on need identified via the collection and analysis of data.</li> <li>- Ensure that students are grouped for literacy and numeracy and that planned programmes are meeting their need (syndicate and curriculum leaders)</li> <li>- Review GATE, ESOL and SEG programmes, policies, resources and programmes in the school.</li> <li>- Provide PD for teacher aides where required to ensure that they have the skills, strategy and knowledge to implement learning programmes.</li> <li>- Review school policies, procedures and systems which apply to differentiated curriculum and teaching.</li> <li>- Look to provide specialist staffing for the lowest 10% of students in literacy and numeracy.</li> </ul>
<p>Enhance, develop and review on an on-going basis the programmes on offer in our school to ensure they meet the needs of maori (Ka Hikitia – refer (ERO 2010).</p>	<ul style="list-style-type: none"> <li>- develop practices within eTAP SMS to monitor maori achievement</li> <li>- LT Te Reo be in-place</li> <li>- BOT/SLT support and promote kapahaka</li> <li>- unpack and adopt principles of Ka Hikitia (LT)</li> <li>- share examples of best practice with staff</li> <li>- support/guide teachers in developing ‘things maori’</li> <li>- seek external PLD opportunities, national and regional conferences</li> <li>- make links with literacy/numeracy initiatives where possible</li> <li>- source external PD support from agencies/providers where possible</li> <li>- forge relationships with other schools to share best practice and PLD</li> </ul>

## Effective Learning Communities

Goal	Actions for 2011-2013
<p>Enhance and further develop relationships with the Parish as a faith community</p>	<ul style="list-style-type: none"> <li>- Develop school wide/Parish School Mass</li> <li>- Enhance the relationships with Parish/Community</li> <li>- retreats for staff and students</li> <li>- develop and implement a St Marys localized curriculum that meets the requirements of the 2010 NZ Curriculum</li> <li>- develop a 'St Marys graduate learner profile' that be the front of the St Marys Learning Pathway</li> <li>- investigate mission/vision as part of this process, engagement of the community</li> <li>- review of all BOT polices that relate to RE</li> <li>- seek external PD opportunities, national and regional conferences</li> <li>- source external PD support from agencies/providers where possible forge relationships with other schools to share best practice link for assessment, reporting and National Standards</li> </ul>
<p>Implementing a school curriculum based on the needs of our students and the New Zealand Curriculum</p>	<ul style="list-style-type: none"> <li>- develop and implement a St Marys localized curriculum that meets the requirements of the 2010 NZ Curriculum</li> <li>- develop a 'St Marys graduate learner profile' that be the front of the St Marys Learning Pathway</li> <li>- include staff/community and student voice in development</li> <li>- investigate mission/vision as part of this process</li> <li>- use of historical student achievement data to prioritise key areas of learning</li> <li>- review of all BOT polices that relate to curriculum</li> <li>- link with a culture of ICT inclusiveness and Inquiry</li> <li>- support/guide teachers in developing 21CL pedagogy</li> <li>- seek external PD opportunities, national and regional conferences</li> <li>- source external PD support from agencies/providers where possible</li> <li>- forge relationships with other schools to share best practice and PD</li> <li>- review/develop procedures: literacy, numeracy, concept learning</li> <li>- link for assessment, reporting and National Standards</li> </ul>

**Effective Learning Communities cont.**

<b>Goal</b>	<b>Actions for 2011-2013</b>
<p>Implementing assessment programs that inform and improve learning.</p>	<ul style="list-style-type: none"> <li>- All staff involved in Formative assessment PD project in 2011 and 2012</li> <li>- Whole school and personalised PD provided to improve the Quality of formative assessment.</li> <li>- School wide review of assessment policies and procedures</li> <li>- PD focused on AsTTle and E AsTTle</li> <li>- Review diagnostic assessment tools and procedures for the analysis of data.</li> <li>- Syndicate leaders to regularly meet with teachers discussing data and areas of identified need.</li> <li>- Principal to provide the Board and Community with regular data against set annual targets.</li> <li>- Develop student goal setting and self review procedures.</li> <li>- Review report formats with staff and parents. Collect and analyse models from a variety of schools.</li> </ul>
<p>To live our schools vision and values everyday</p>	<ul style="list-style-type: none"> <li>- All staff involved in curriculum design</li> <li>- Fr Yvan to guide staff in PD on Gospel Values</li> <li>- Staff to get PD around Peer Mediation</li> <li>- children to acquire skills for conflict resolution</li> <li>- staff meetings to discuss progress and areas of need</li> <li>- Review diagnostic assessment tools and procedures for the analysis of data.</li> </ul>

## Effective Learning Communities

Goal	Actions for 2011-2013
<p>Enhance and further develop relationships with Parents and caregivers as partners in learning.</p>	<ul style="list-style-type: none"> <li>- promote the Parent Liasion Group as a fundraising group and also an informal link with parents</li> <li>- conduct parent information evenings as required</li> <li>- promote the school website as a means of communication for parents</li> <li>- consult with parents as an active voice via: PLG, surveys, informal chats</li> <li>- formalize parents as partners in learning through evolving reporting practices (Learning journal, 3 way conferences, (reporting))</li> </ul>
<p>Enhance, develop and review on an on-going basis assessment and testing practices to ensure validity of data for individual/school wide reporting and identification of next steps in learning</p>	<ul style="list-style-type: none"> <li>- review, refine assessment practices: formative, summative</li> <li>- develop a consistent, school wide testing format: testing overview that stipulates what is tested, when and how it is tested</li> <li>- develop teacher effectiveness in administering tests, unpacking data, and identifying next steps in learning</li> <li>- trial and assess suitability of NZCER Online Marking and ASTTLE reading writing, maths. Implement where necessary.</li> <li>- seek external PD opportunities, national and regional conferences</li> <li>- make links with literacy/numeracy initiatives where possible</li> <li>- source external PD support from agencies/providers where possible</li> <li>- forge relationships with other schools to share best practice and PLD</li> <li>- review, refine appraisal systems to refine assessment</li> </ul>

## Effective Conditions for learning

Goal	Actions for 2011-2013
<p>Fully networking the school and provide access to a variety of ICT's (hardware and software) for teaching, learning and administration purposes.</p>	<ul style="list-style-type: none"> <li>- Cable the school up to MOE standards providing server and internet access to all classrooms</li> <li>- Install a quality server and software system which is robust.</li> <li>- Build up class capabilities, pod of laptops</li> <li>- Appoint an ICT specialist to work with teachers and students in 2011 and 2012.</li> <li>- Provide staff with ICT PD internally and nationally.</li> <li>- Review student management systems ensuring they meet the needs and requirements of staff, parents, administrators and the MOE. - Purchase hardware and software that meets the identified needs of teaching, learning and administrative tasks.</li> <li>- Allocate appropriate funding in each years budget based on identified areas of need. Ensure that money is put aside for sustainability.</li> </ul>
<p>Ensuring that budgets address identified areas of need through the purchasing of quality learning resources.</p>	<ul style="list-style-type: none"> <li>- Identify needs through the collection and analysis of data including the review of annual targets, consultation with the community, review with staff/students, identified areas of national priority, etc.</li> <li>- Develop annual budgets which allocate appropriate funding to areas of indentified need. Maintain the focus of prioritising numeracy and literacy. - Review financial policies and procedures.</li> <li>- Educational resource distributors invited into the school to provide teachers with the opportunity to purchase quality resources.</li> <li>- Syndicate leaders to have an increased responsibility for the spending of syndicate budgets to ensure quality resources are being purchased.</li> <li>- Curriculum leaders to have an increased responsibility for their budget ensuring that quality resources are being purchased</li> </ul>
<p>Upgrading all rooms to create quality and modern learning environments throughout the school.</p>	<ul style="list-style-type: none"> <li>- review financial policies and procedures</li> <li>- identify and target areas of financial need based on analysis of student achievement data and MOE priorities</li> <li>- syndicate leaders have a degree of autonomy to spend allocated funds in the best interests of students in their area</li> <li>- Review the 10YPP and 5YA in Term 1 of 2011prioritising work to be done.</li> <li>- Allocate funding from savings to ensure that property works can be compliment the 5YA funding.</li> <li>- Modernise classrooms with improved electrical access, whiteboards, furniture, IT resources (computers, internet, networked server, data shows, and sound systems).</li> </ul>

# Annual Plan 2011



# SAINT MARY'S CATHOLIC PRIMARY SCHOOL ANNUAL PLAN 2011

## Teaching and Learning Programme Development- NAG 1

- Implement School Curriculum based on NZ Curriculum
- Improve school wide assessment through the formative assessment for all staff in 2011 and 2012.
- Develop student ownership and understanding of themselves as a learner and their learning- AFL, goal setting, self review.
- Provide a balanced curriculum which develops the whole student.

## Finance- NAG 4

- **Finance NAG 3**
  - Target funds to meet the needs of
- Students based on evidence
- -obtain grants for computer hardware
- **Property NAG 4**
  - streamline Job Descriptions of
- Caretaker/Cleaner
- -furniture replacement
- -2 new classrooms

## Special Focus

- Interaction with Campion College
- Coping with an anticipated demand for Roll increase

## HR NAG 3

- Support for identified staff
- Students via Teacher
- Aides/Specialists SENCO/RTLB
- BoT training
- Continue to develop the new appraisal system
- school wide PD in Formative assessment

## Priority Areas for Improving Student Achievement

1. for our students to be able to use our school values to enhance the children's mediation and relationship skills.
2. Professional Learning Communities (Q.L.C.) to collectively organise and execute a course of action to improve student writing through, increasing teacher knowledge of AsTTle writing criteria and enhance teacher feedback and feed forward. 85% of children to be at their National Standard

## Health and Safety- NAG 5

- Health and Safety Committee meet
- Review H&S policies as required
- Regular evacuation drills
- First Aid training for staff as required
- Promotion of Sun Safety

## Self Review /Reporting- NAG 2

- BoT adopt an approach consistent with MoE expectations regarding National Standards
- Review, revise and amend student reports/Learning Journals/parent interviews
  - Student achievement data analyzed using eTAP
  - Maori achieved analyzed and reported using eTAP
- Value added data analyzed and reported
- Process to implement the 2010 Curriculum revised and prioritized

## Communication

- Meeting with the community
- Weekly school newsletter
- Board newsletter twice a year
- School notice board
- School notices displayed at St Mary's Church
- School Website

## Consultation

- Consult with community on reporting to parents
- Vision Survey
- Consulting with Maori and Pasifika community

## Special Character Partnership with the Community-NAG 6

- Weekly Class Masses with Parish Community
- St Mary's Day celebration - Feast of the Assumption
- Recognition of Parent help in the School
- Service to community through work of Young Vinnies
- Whole School Mass – one per term and Sunday mass
- Develop our own unique school Charism/self review-catholic community
- Develop School Choir
- Reconciliation twice a year

# ANNUAL STUDENT ACHIEVEMENT TARGETS PLAN: Saint Mary's Catholic School Gisborne 2011

**ACTION PLAN:** STUDENT ACHIEVEMENT TARGET 1 "Religious Education"

**TARGET / INTENDED OUTCOME:** For our students to be able to use our school values to enhance the children's mediation and relationship skills.

Baseline data	Intended outcomes / desired improvement	Strategies / actions	Time frame	Personnel responsible	Resources / costs	How progress is measured	To whom reported/when
Playground questionnaire, completed in terms 1/4		Teachers to explicitly teach the school values and vision.	Ongoing	All staff	Colour Photocopying	Repeating Individual Assessment	B.O.T / Staff Term 4
	To see less children requiring mediation from the mediators.	For teachers to teach aspects of the cool schools programme. Staff training from peace foundation in regards to the cool schools programme.	Ongoing	All staff Cool Schools co-ordinator			STAR/Newsletter
	To see children using these skills in the classroom and playground to enhance the school environment.	Fr Yvan to teach the staff about our gospel values and Reconciliation.	TOD, all staff	Teacher			
	For children to learn the "prayer of sorrow" yr 4-6 for the sacrament of reconciliation.	Teachers will have the response displayed to explicitly teach this prayer during the year.	Ongoing	Principal/Facilitator			
	To learn some Mass responses	Explicitly taught through class prayers and school masses.	All staff	Teachers	PD, Facilitator costs. Start up costs.	Children repeating the response during masses.	

# ANNUAL STUDENT ACHIEVEMENT TARGETS PLAN: Saint Mary's Catholic School Gisborne 2011

**ACTION PLAN:** STUDENT ACHIEVEMENT TARGET 2 PERSONALISED LEARNING- "Exciting Writing"

**TARGET / INTENDED OUTCOME:** 1. Professional Learning Communities (Q.L.C.) to collectively organise and execute a course of action to improve student writing through, increasing teacher knowledge of AsTTle writing criteria and enhance teacher feedback and feed forward.

- 85% of children to be at or above their National Standard

Baseline data	Intended outcomes / desired improvement	Strategies / actions	Time frame	Personnel response's	Resources / costs	How progress is measured	To whom reported/when
<p>6 Target students From each classroom (Random)</p> <p>AsTTle x 3 Descriptive writing Wk. 7 T.1 Wk.6 T.2 Wk 3.T.4</p> <p>Schoolwide data completed by week 5</p>	<p><b>Raise writing expectations and outcomes school wide To have 85% of our children at their National Standard</b></p> <p><b>Use Q.L.C. to enable teachers to talk about: Content knowledge Pedagogical knowledge Knowledge of learners</b></p> <p><b>Use E-Tap report to show progress, books to show writing samples</b></p>	<ul style="list-style-type: none"> <li>• Evaluative associates to inspire creative writing</li> <li>• Directed Q.L.C. meetings</li> <li>• Evaluative associates P.D. whole staff &amp; Classroom based.</li> <li>• Explicit teaching of writing x4 40 mins. per week</li> <li>• Learning Intentions &amp; Success Criteria developed for writing lessons</li> <li>• Syndicates to develop writing expectations for each year using Literacy Progressions</li> <li>• Teacher Only Day P.D. on moderating writing</li> <li>• Use e-tap report to report to parents on writing sample and reading</li> <li>• Writing sample in books, including L.I. and Success Criteria, Evidence, Teacher feedback/feed forward, Student reflection, Parent comment</li> </ul>		<p>Melissa Nelson</p> <p>Teachers Syndicate teams</p>	<p>Relievers</p>		<p>Baseline Data reported to B.O.T., staff in March and November</p> <p>Goals are set in a 3 way conference</p> <p>Parents reported to in T2.</p> <p>End of year report</p>

# **The Annual Plan is underpinned by the following documents**

Bible

School Curriculum Plan

The Annual 2011 Budget

Planning and Assessment Schemes

ICT Strategic Plan

Performance Management System

School wide Policies and Procedures

Special Needs Programme

Testing and Reporting Overview 2011

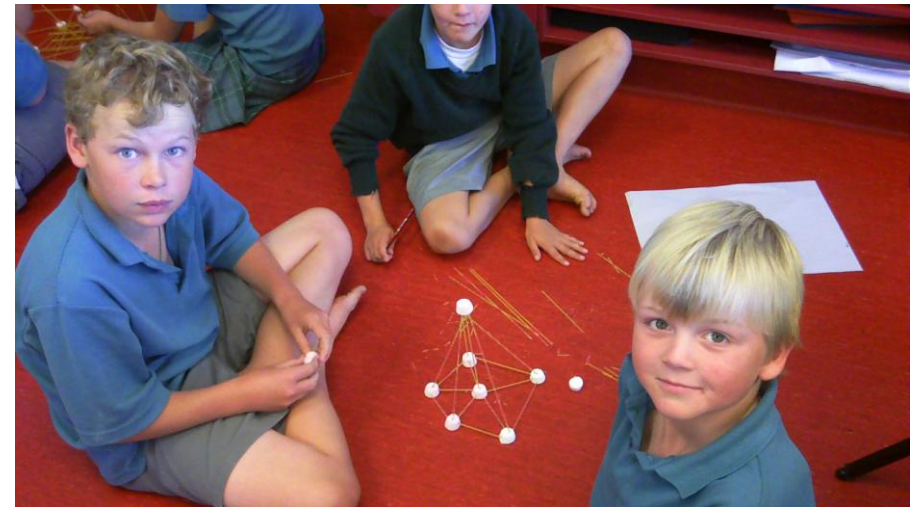
St Mary's Catholic School BOT Policies

Behaviour Management Plan

Education Act

# Annual Report

## Review of Progress against Goals and Targets in 2010



## 2010 Analysis of Variance

### RE Results - March 2010

Year	A cohort of a cross section of children per Year group	%
6/5	Twelve of the thirteen students could say the Lords Prayer. Seven knew who first taught it and two knew who it was taught to. Three students knew why it was important. Three could say why Jesus wants us to call God 'Our Father'. Three knew what hallowed meant and no-one knew what our daily bread was. Three students knew when the Lords Prayer was said during Mass. Four children knew why we should forgive others.	12-13 92%
4	Four out of the nine could say the Lords Prayer. Two students could say who first taught it. One knew who it was taught to but none knew why it was important. One student knew why Jesus wanted us to call God 'Our Father'. One knew the meaning of hallowed. No students could say what is meant by your daily bread and one student knew why it was important to forgive others.	4-9 44%
3	Four out of the nine could say the Lords Prayer. Three knew who first taught it. One knew who it was taught to. None of the students knew why it was important, or why Jesus wants us to call God 'Our father' and what hallowed meant.	4-9 44%
2	No child was able to say the Lords Prayer in full or why it was important. One student out of 8 knew who first taught the Lords Prayer. One student knew who it was taught to.	0-8 0%

**RE Results – November 2010**

<b>Year</b>	<b>A cohort of a cross section of children per Year Group</b>	<b>%</b>
<b>6/5</b>	All of the students were able to recite the Lord's Prayer. Thirteen knew who it was that first taught the Lord's Prayer. Twelve out of fourteen students knew who it was taught to. Six knew why it was important and eight could say what Jesus wants us to call God our Father. Eleven out of fourteen knew what hallowed meant and seven understood what was meant by Our Daily Bread. Eight students could explain why it is important to forgive others and six knew when the Lord's Prayer was said.	14-14 100%
<b>4</b>	Seven out of eight could say the Lord's prayer. Six out of eight knew who it was taught to. Four knew why it was important. Three out of eight knew why Jesus wanted us to call God our Father and three knew what hallowed meant. None of the eight students knew what our "Daily Bread" was and one knew why it is important to forgive others.	7-8 88%
<b>3</b>	Seven out of eight children could say the Lord's Prayer and four knew who taught it. One out of eight knew why it was important and five could say why we call God Our Father. Three out of eight knew the meaning of hallowed.	7-8 88%
<b>2</b>	Five of the eight children were able to say the Lord's prayer, six knew who taught it and six knew who it was taught to. Three of the students knew why it was important.	5-8 63%

**OUR TARGET IS TO HAVE 85% OF STUDENTS TO BE ABLE TO SAY THE "OUR FATHER" PRAYER  
CORRECTLY AND REVERENTLY AND BE ABLE TO EXPLAIN ASPECTS OF ITS SOURCE AND MEANING**

## NUMPA Results March 2010

### At or Above Expected Level (% and Numbers)

Year	All	Boys	Girls	Maori
3	22-34 65%	12-20 60%	10-14 71%	3-6 50%
2	8-39 20%	5-17 29%	3-22 14%	0-13 0%
1	22-27 81%	14-18 78%	8-9 89%	5-8 62%

**Data Collection:** There has been steady progress made in all year groups and increased movement in Year 1/ 3/. Value has been added to children's learning. Our Maori students across the board need to have some different learning styles catered for.

**Points to note:** The years where the stages are split there seems to be more movement. We are part of a Ministry project which will boost our year 2s. We are having significant PD in Numeracy and Teachers are feeling confident about their knowledge of Numeracy.

**Trends or Patterns:** Yr 1- 81% of all students are at or above.

Yr 2- 20% of all students are at or above.

Yr 3- 65% of all students are at or above.

## NUMPA Results November 2010

### At or Above Expected Level (% and Numbers)

Year	All	Boys	Girls	Maori
3	33-37 89%	15-22 68%	12-15 80%	4-6 66%
2	26-39 67%	13-17 76%	13-22 59%	8-13 62%
1	38-41 96%	21-23 91%	17-18 94%	7-8 87%

**Data Collection:** There has been steady progress made in all year groups and increased movement in all Year Groups. Value has been added to children's learning. Our Maori students across the board have made some great gains.

**Points to note:** The years where the stages are split there seems to be more movement. We are part of a Ministry project which will boost our year 2s. We are having significant PD in Numeracy and Teachers are feeling confident about their knowledge of Numeracy. There has been good movement in Yr 2 and progress added to all year groups.

**Trends or Patterns:** Yr 1- 96% of all students are at or above.

Yr 2- 67% of all students are at or above.

Yr 3- 89% of all students are at or above.

The ministry project and having Deb Reeves in for Numeracy has helped our teaching of Numeracy. We also have some work to do to maintain this.

**OUR TARGET IS TO HAVE 85% OF STUDENTS AT THEIR RELEVANT NATIONAL STANDARD BY NOVEMBER 2010**

## Comprehension Results March 2010

### At or Above Expected Level (% and Numbers)

Year	All	Boys	Girls	Maori
6	18-40 45%	10-25 40%	8-15 53%	5-12 42%
5	19-37 51%	7-17 41%	12-20 60%	3-6 50%
4	26-37 70%	10-21 48%	16-16 100%	5-7 71%

**Data Collection:** There has been some PAT data collected as well as Probe used to test Comprehension.

**Points to note:** There has been significant PD in regards to Reading comprehension and the teachers are seeing improvements in student learning. This is the time to now select target groups and collect data on their entry/exit for a period of time. We need to look at the way we are teaching our Maori/ Pasifika children.

**Trends or Patterns:** Yr 4- 70% of all students are at or above.

Yr 5- 51% of all students are at or above.

Yr 6- 45% of all students are at or above

## Comprehension Results November 2010

### At or Above Expected Level (% and Numbers)

Year	All	Boys	Girls	Maori
6	26-40 66%	14-25 56%	12-15 80%	6-12 50%
5	25-37 67%	10-17 59%	15-20 75%	3-6 50%
4	34-37 92%	18-21 85%	16-16 100%	7-7 100%

**Data Collection:** There has been steady progress made in all year groups.

**Points to note:** There has been significant PD in regards to Reading comprehension and the teachers are seeing improvements in student learning. We need to select target children and track and record their progress. We also may need to look at different ways of teaching those struggling children.

**Trends or Patterns:** Yr 4- 92% of all students are at or above.

Yr 5- 67% of all students are at or above.

Yr 6- 66% of all students are at or above

**OUR TARGET IS TO HAVE 85% OF STUDENTS READING AT OR ABOVE CHRONOLOGICAL AGE BY NOVEMBER 2010**