

St Mary's Catholic School, Putaruru

Statement of Variance



2021



St Mary's Catholic School

Putaruru

End Year Reporting 2021-Reading

Class	Ethnicity	Not Met		Met		Exceeded	
Year 0 11	1MB 4AB 2MG 1AG			11	1MB 4AB 2MG 1AG		
Year 1 25	1MB 1AG 4MG 1AG 1PG			25	4MG 1AG 1MB 1PG	1	1AB
Year 2 23	4MB 3AB 4MG 2PB	9	4MB 1MG 2PB	12	2MG 3AB	2	1MG
Year 3 18	6MB 1AB 1MG 2AG	3	2MB	12	2MB 1AB 1MG 1AG	3	1MB 2AG
Year 4 22	7MG 2AG 2MB	7	1MB 3MG	9	3MG 2AG	6	1MB 1MG
Year 5 21	3MB 2AB 1MG 3AG	4	1MG	12	2MB 1AB 3AG	5	1MB 1AB
Year 6 26	5MB 2AB 4MG 2AG	7	2MB 1AB 1MG	10	3MB 2MG	9	1MG 1AB 2AG
Year 7 13	2MB 2AB 1MG 2AG	3	1MB	5	1MB 2AB 1MG	5	2AG
Year 8 22	9MB 3MG 2AG	2	1MB	12	5MB 2MG	9	3MB 1MG 2AG
TOTALS Overall 181		35 = 19%		106 = 59%		40 = 22%	
Maori 59		16 = 28%		33 = 55%		10 = 17%	
Asian 30		1 = 5%		18 = 60%		10 = 35%	
Pacific Island 3		2 = 66%		1 = 34%			

Analysis

41/ 181 = 21% students are up 21 since Mid year, this can be partially attributed to those new to school , COVID and online teaching and learning

- It appears to be an almost school wide trend (*possible target groups to improve student outcomes*)
- Other reason are new families to the school, absenteeism/covid and families with global learning and behaviour issues.
- 146/ 181 (82%) students have met or exceeded expectations of these
 - 40 students have exceeded compared with Mid Year where 17 exceeded



St Mary's Catholic School
Putaruru
End Year Reporting 2021-Writing

Class	Ethnicity		Not Met		Met			Exceeded	
Year 0 11	1MB 2MG	4AB 1AG			11	1MB 2MG	4AB 1AG		
Year 1 25	1MB 4MG 1PG	1AG 1AG			25	4MG 1MB 1PG	1AB 1AG		
Year 2 23	4MB 4MG 2PB	3AB	6	4MB 1PB	15	3MG 1PB		2	1MG
Year 3 18	6MB 1MG	1AB 2AG	5	4MB	13	2MG 1AB 1AG			
Year 4 22	7MG 2MB	2AG	2	1MB	17	1MB 7MG 2AG		3	
Year 5 21	3MB 1MG	2AB 3AG	5	1MB 1MG	16	2MB 2AB 3AG			
Year 6 26	5MB 4MG	2AB 2AG	4	1AB 1MG	21	5MB 3MG 1AB 2AG		1	
Year 7 13	2MB 1MG	2AB 2AG	3	1MB	7	1MB 1MG 2AB		3	2AG
Year 8 22	9MB 3MG	2AG	3	2MB	17	7MB 3MG 1AG		2	1AG
TOTALS									
Overall 181			28 = 15%		142 = 79%			11 = 6%	
Maori	59		15 = 25%		43 = 74%			1 = 1%	
Asian	30		1 = 4%		26 = 86%			3 = 10%	
Pacific Islands	3		1 = 34%		2 = 66%				

Analysis

- 28/181 = 15% students not meeting the requirements
 - It appears to be an almost school wide trend (*possible target groups to improve student outcomes*)
 - Other reason are new families to the school, absenteeism/COVID and families with global learning and behaviour issues.
- 134/181 = 74% have met or exceeded the expectations of their levels with
 - 11 students exceeding, up 1 since Mid Year reporting



St Mary's Catholic School
Putaruru

End Year Reporting 2021- Mathematics

CLASS	Ethnicity	Not Met		Met		Exceeded		
Year 0 11	1MB 4AB 2MG 1AG			11	1MB 4AB 2MG 1AB			
Year 1 25	1MB 1AG 4MG 1AG 1PG			25	1MB 1AB 4MG 1AG 1PG			
Year 2 23	4MB 3AB 4MG 2PB	5	2MB 1MG 1PB	17	2MB 2AB 3MG	1		1AB
Year 3 18	6MB 1AB 1MG	4	1MB 1MG 1PG	12	5MB 1AB	2		1AB 1AG
Year 4 22	7MG 2AG 2MB	5	1MB 1MG	13	6MG 2AG 1MB	4		
Year 5 21	3MB 2AB 1MG 3AG	5	1MG	13	2MB 1AB 3AG	3	1MB	1AB
Year 6 26	5MB 2AB 4MG 2AG	3	1MG	14	5MB 1AB 3MG 2AG	9		1AB
Year 7 13	2MB 2AB 1MG 2AG	2		7	2MB 2AB 1MG	4		2AG
Year 8 22	9MB 3MG 2AG	2	1MB 1MG	12	5MB 2MG	8	3MB	2AG
TOTALS Overall 181		26 = 14%		124 = 69%		31 = 17%		
Maori 59		11 = 19%		43 = 74%		4 = 7%		
Asian 30				21 = 70%		9 = 30%		
Pacific Islands 3		2 = 66%		1 = 34%				

Analysis & Where to next:

- 26/181 -18% students have not met the required expectations of their level
 - This can be attributed to several reasons, a mixture of new families to the school, absenteeism,/COVID and families with global learning and behaviour issues
 - These issues are across years 2 to 6 (*possible target group to improve student outcomes*)
- 149/181 -81% students are meeting and exceeding expectations of their levels
 - 31 up 10 since Mid Year reporting

Math Attack results show that in term 4, 2020: Note term 4 results are in blue columns

- Math attack has shown our students do not have a good solid instant recall of basic addition, subtraction, multiplication and division facts, while multiplication facts are improving we have a weakness in both oral and written addition and subtraction over 20
- While there has been some movement, Out of 162 students
 - o 54 are above the 80% threshold for medals with 1 Gold (12Maori)
 - o 38 are between 60 -79% (11 Maori)
 - o 25 are between 40- 59% , (7 Maori)
 - o 21 are between 20 -39% (7Maori)
 - o 24 are between 0 - 19% (8 Maori)



St Marys Catholic School Putaruru

Cohorts Data from 2015 - 2021

Whole School

Based on Curriculum Levels

	Well Below										Below									
	2015	2016	2017	2018	2019	2020	2021	2022	2015	2016	2017	2018	2019	2020	2021	2022				
Reading	0	0.6%	7%	0	0	0	0		5.4%	8.1%	7%	13.73%	11%	12%	19%					
Writing	0.5%	0.6%		0	0	0	0		5.9%	8.1%	10%	17.04%	13%	14%	15%					
Maths	0.5%			0	0	0	0		4.97%	8.7%	7%	14.84%	13%	17%	14%					

	At										Exceeded									
	2015	2016	2017	2018	2019	2020	2021	2022	2015	2016	2017	2018	2019	2020	2021	2022				
Reading	81.6%	79.2%	70%	67.03%	84%	68%	59%		13%	12.1%	16%	19.24%	5%	20%	22%					
Writing	87.6%	81.5%	86.3%	73.62%	83%	81%	79%		5.9%	9.8%	3.7%	9.34%	4%	5%	6%					
Maths	79.5%	78.6%	77%	69.23%	83%	65%	69%		15.1%	12.7%	16%	15.93%	4%	18%	17%					

Reading	Well Below or Below											At or Above.				
	2015	2016	2017	2018	2019	2020	2021	2022	2015	2016	2017	2018	2019	2020	2021	2022
Year 1	17.4%	25%	36%	28.57%	9%	0	0		82.6%	75%	64%	71.43%	91%	100%	100%	
Year 2	7.4%	11.5%	15%	8.33%	9%	20%	39%		92.6%	88.2%	85%	91.67%	91%	80%	61%	
Year 3	3.7%	8.7%	8%	17.25%	10%	15%	17%		96.3%	91.3%	92%	82.75%	90%	85%	83%	
Year 4	0	0	3%	15.38%	17%	8%	32%		100%	100%	97%	84.62%	83%	92%	64%	
Year 5	5.6%	5%	17%	10.71%	15%	17%	19%		94%	95%	83.6%	89.28%	85%	83%	66%	
Year 6	5%	12.6%	5%	16.66%	9%	11%	27%		95%	87.4%	95%	83.34%	91%	89%	73%	
Year 7	4%	6.3%	6%	9.10%	8%	8%	23%		96%	93.7%	94%	90.90%	92%	92%	77%	
Year 8	0	0	0	0%	16%	27%	5%		100	96%	100%	100%	84%	73%	95%	

	Well Below or Below											At or Above				
	2015	2016	2017	2018	2019	2020	2021	2022	2015	2016	2017	2018	2019	2020	2021	2022
Maori	6.5%	1.8%	7.7%	12.70%	18%	18%	27%		93.5	98.2	93%	87.30%	72%	84%	73%	
European	3.7%	10.4%	7%	15.38%	12%	10%	15%		96.3	89.6	93%	100%	88%	90%	85%	

	Well Below or Below											At or Above				
	2015	2016	2017	2018	2019	2020	2021	2022	2015	2016	2017	2018	2019	2020	2021	2022
Boys	6.9%	12.5%	14.6%	9.36%	10%	8%	6%		93.1%	87.2%	85%	43.40%	90%	92%	94%	
Girls	4.1%	3.8%	9%	4.39%	5%	4%	11%		95.9%	96.2%	95%	42.85%	95%	96%	89%	

Writing	Well Below or Below											At or Above					
	2015	2016	2017	2018	2019	2020	2021	2022	2015	2016	2017	2018	2019	2020	2021	2022	
Year 1	8.7%	30%	36%	23.80%	9%	0%	0%		91.3%	70%	64%	76.20%	91%	100%	100%		
Year 2	7.4%	8.3%	12%	8.34%	10%	15%	26%		92.6%	91.7%	88%	91.66%	90%	85%	74%		
Year 3	3.7%	8.7%	25%	17.25%	10%	15%	27%		96.3%	91.3%	75%	82.75%	90%	85%	73%		
Year 4	0	0	9%	15.38%	14%	9%	9%		100%	100%	91%	84.61%	86%	91%	91%		
Year 5	0	5%	17%	25%	15%	17%	24%		95%	95%	83%	75%	85%	83%	76%		
Year 6	10%	12.6%	5%	23.33%	19%	22%	15%		87.4%	87.4%	95%	76.66%	81%	78%	85%		
Year 7	12.5%	5.6%	6%	9.10%	12%	12%	23%		94.4%	94.4%	94%	90.90%	88%	88%	77%		
Year 8	0	4%	0	0%	22%	32%	23%		96%	96%	100%	100%	78%	68%	87%		

	Well Below or Below											At or Above					
	2015	2016	2017	2018	2019	2020	2021	2022	2015	2016	2017	2018	2019	2020	2021	2022	
Maori	6.5%	7%	6%	15.87%	18%	16.43%	24%		93.5%	93%	94%	84.12%	72%	83.58%	76%		
European	3.7%	9.4%	10%	8.62%	12%	12.5%	7%		96.3%	90.6%	90%	91.38%	88%	87.5%	93%		

	Well Below or Below											At or Above					
	2015	2016	2017	2018	2019	2020	2021	2022	2015	2016	2017	2018	2019	2020	2021	2022	
Boys	4.5%	13.7%	15%	13.74%	19%	11%	26%		95.5%	86.3%	85%	39.56%	81%	89%	74%		
Girls	6.1%	2.6%	5%	3.30%	7%	3%	4%		93.9%	9.7%	95%	43.40%	93%	97%	96%		

Maths	Well Below or Below											At or Above							
	2015	2016	2017	2018	2019	2020	2021	2022	2015	2016	2017	2018	2019	2020	2021	2022			
Year 1	8.7%	10%	11%	28.57%	4%	0%	0%		91.3%	90%	89%	71.42%	96%	100%	100%				
Year 2	7.4%	23.10%	9%	8.33%	9%	10%	22%		92.6%	76.9%	91%	91.67%	91%	90%	78%				
Year 3	3.7%	4.3%	8%	13.80%	10%	19%	22%		96.3%	95.7%	92%	86.20%	90%	81%	78%				
Year 4	0	7.4%	3%	7.69%	11%	13%	23%		100%	92.6%	97%	92.30%	89%	87%	77%				
Year 5	0	10%	10%	14.28%	15%	24%	23%		100%	90%	90%	85.71%	85%	76%	77%				
Year 6	10%	6.3%	4.5%	23.34%	18%	27%	11%		90%	93.7%	95.5%	76.66%	82%	73%	81%				
Year 7	12.5%	0	12.5%	9.10%	16%	12%	15%		87.5%	100%	87.5%	90.90%	84%	88%	89%				
Year 8	0	4%	0	6.66%	17%	41%	9%		100%	96%	100%	93.34%	83%	59%	81%				

	Well Below or Below											At or Above							
	2015	2016	2017	2018	2019	2020	2021	2022	2015	2016	2017	2018	2019	2020	2021	2022			
Maori	6.5%	3.5%	8%	11.26%	12%	22%	18%		93.5%	96.5%	92%	73.24%	88%	78%	82%				
European	3.7%	10.4%	6%	10.75%	11%	14%	16%		96.3%	89.6%	94%	89.25%	89%	86%	84%				

	Well Below or Below											At or Above							
	2015	2016	2017	2018	2019	2020	2021	2022	2015	2016	2017	2018	2019	2020	2021	2022			
Boys	4.4%	9.6%	11.2%	12.10%	12%	11%	18%		95.6%	90.4%	88.5%	42.30%	88%	41%	82%				
Girls	6.1%	9.6%	7.3%	3.30%	9%	6%	13%		93.9%	92.4%	92%	42.30%	91%	42%	87%				

Notes

After analysing and comparing the years to 2021 we felt that COVID had an impact with online learning, engagement with schools and families. Consistency of teaching programmes throughout the school, has had an effect on the overall learning of the below children

St Mary's Catholic School Putaruru

Striving for Excellence in the Marist Tradition

Development Plan for Raising Maori Student Achievement

Ka te Tamaiti te Putake o te Kaupatai The Child - The Heart of the Matter

2021 Review

- All festivals were canceled due to Covid
- Kapahaka happened at various times with Daley Nicholls and Junior Kapahaka led by Xavier Nicholls
- Matariki was celebrated beautifully with a liturgy and Maori based activities throughout the classrooms - along with beautiful kai provided by our Whanau Group
- We celebrated Parihaka Day for the first time on November 5, 2021 - Bishop Edward Gaines, Tokoroa came to celebrate the day with us. Maori games and activities were held throughout the rest of the day.
- Staff attended a Kahui Ako day with the theme of Cultural Responsiveness led by Johnson Davis and Teresa Ford
- In Term 4 Nicola Bailey, Clare Hedge and Cheryl-Lee Henare met with Henry to discuss a Marae visit for 2022. Jenny met with Henry on school site with Cheryl-Lee. This was booked for February 2022.

Goals for 2022

Titiro whakamuri, kia haere whamua - Looking back in order to move forward

In essence I walk backwards into the future with my eyes fixed on the part

- Build relationships with whanau, Raukawa and all our surrounding marae that all families are connected with.
- NZ History of school
- To accelerate Maori Achievement at St Mary's School - using the Te Reo Curriculum and taught twice a week in all classes - Progression is shown - Development to occur in staff meeting
- Be a part of the roster for Maori Masses with student Kapahaka and whanau group leading.

Evaluation

The staff and whanau group weren't working together as one. Whanau group felt not listened to and isolated because of miscommunication.

However by the end of 2021 staff and whanau group met together and worked together on strategic goals for 2022. There was a positive feeling and we were looking to move forward with our cultural responsiveness within our school.



St Mary's Catholic School Putaruru

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Striving for Excellence
in the Marist Tradition

2021/2022

Transition from Early Childhood Centres to St Mary's Catholic School Putaruru

To respect and nurture our journey together through our Gospel Values

- What we do well - class visits - Tuesday and Wednesdays - 2 full days (as a minimum)
- Oral Language Programme for 4 year olds - once a fortnight for at least two terms for each student)
- Mini Marist Books
- Include pre-school children in the school sporting teams

Review of 2021 and where to next for 2022	Action	Evaluate	Where to next
<p>Goal 1: To visit: Two Early Childhood and Kindergarten visits once a term and build connections</p> <p>Buckland Street Owlets Forest Charles Crescent Kiwi Iiti Early Childhood Centre Glenshea Kindergarten Kids Rock, Tirau Kohanga Reo</p>	<p>To visit all centres by the end of Term 3 2021. Kohanga Reo - visit with Teri-Anne to build connections to Kohanga Reo</p>	<p>2021 Due to Covid we were unable to meet with the Early Childhood Centres. Karen did meet with Owlets Forest with discussion occurring often with teachers - due to the fact that Karen's son was attending. Support from teachers is available for transition of young children.</p>	<p>Rebuild and reconnect with whanau</p>

<p>Goal 2: To build a connection with Maori ECE children within our Early Childhood centres</p>	<p>To visit and open up our pathways to our Moori whanau and community</p>	<p>Again due to Covid this connection has not been established. We will continue to aim to build this in 2022.</p>	<p>Meet with Kohanga Reo in 2022</p>
<p>Goal 3: To Review - update parent questionnaire in Enrolment Pack Starting School Booklet</p>	<p>Term 1 2022 Jenny, Karen and Lynette</p>	<p>This did not happen in 2021 however a new copy has been created for 2022.</p>	<p>Copy developed with Pepeha/Family Tree to be shared at Parent Meetings</p>
<p>Goal 4: Parent Meeting for parents of pre-schoolers</p> <ul style="list-style-type: none"> - Discuss Mutukaraoa - Playbased Learning - Questions about the school - Understanding of Attendance Dues - RE Programme - General Information 	<p>Jenny, Karen and Lynette to lead</p>	<p>This did not occur in 2021 due to Covid regulations.</p>	<p>Plan to have an on site meeting in Term 2 for 2022.</p>
<p>Goal 5: Playbased Learning to be embedded in St Mary's Learning Environment</p> <ul style="list-style-type: none"> - Look at outside environment, how to enrich equipment 	<p>-</p>	<p>Enviro Trust gave money to develop a Sensory Garden for 2022.</p>	<p>This is a continuing development for the future.</p>
<p>Evaluation overall:</p>			



St Mary's Catholic School, Putaruru
Striving for Excellence in the Marist Tradition
Religious Education Strategic Plan
2021 End of Year Review

Key Areas:	Actions/Goals:	Progress at the End of the Year (2021) (Achieved, Not Achieved)
PB4L	(1a) A week by week long overview and breakdown of specific PB4L behaviours that are to be taught: is to be created by the Senior Leadership Team. This will allow teachers to know what behaviours to focus on when planning their specific PB4L lessons. This will also give some guidance around school-wide assemblies and weekly Gospel Reflections.	Achieved - Steve the DRS has created a two year overview to allow coverage of specific teaching of the PB4L behaviours from the matrix.
	(1b) Teachers plan PB4L lessons and teach them weekly in each classroom focusing on specific behaviours as identified in the PB4L matrix and overview.	Achieved - PB4L lessons have been planned throughout the year according to the two year overview and taught weekly in classes.
	(1c) Students demonstrating expected positive behaviour are rewarded by either Principals Awards Certificates, Fruit of the Holy Spirit Certificates, Verbal or written praise, or a physical reward such as a book from Mrs Mackenzie.	Achieved - Students showing the values and expected behaviours are rewarded regularly. Students are also praised over the school PA System.
	(1d) By the end of the year, all staff and students of St Mary's School can identify the school values of Marist, Attitude, Respect, and Yes and describe what these look like in action.	Achieved - Through regular lessons, and exposure in class and around the school this has been achieved.
	(1e) PB4L language and terminology is consistent across the school and used regularly by all staff.	Achieved - As the staff are all using/adapting the same PB4L lessons, and regularly hearing the same message, the terminology and language used is consistent.
	(1f) All staff are familiar with the PB4L flowchart and follow it appropriately.	Achieved - The PB4L flowchart has been shared with staff regularly and discussed. This flowchart will be updated early 2022 with a new column to be added. Staff have also been exposed to this at staff meetings and specific PB4L PD sessions.
	(1g) All staff record minor and major behaviours that occur in the playground on Edge.	Achieved - Behaviours are recorded on Edge although consistency with this will remain a goal for 2022.
	(1h) All teachers keep a running google doc of behaviour incidents that occur inside the classroom.	Achieved - This is happening, however teachers are also keeping records on Edge.
	(1i) PB4L visuals such as the Marist Cross, Matrix and School Motto are present in each classroom and around the school.	Achieved - This expectation was shared with staff at the start of the year and is evident in all classes and around the school.

<p style="text-align: center;">Prayer</p>	<p>(2a) The DRS is to visit each class once a term to ensure their prayer focusses are current and up to date with correct Liturgical Year colours and stimulating focus for the students.</p>	<p>Achieved - Steve has been doing walk-throughs of classrooms to check these and they have gone well.</p>
	<p>(2b) Children's Prayer books are to be continued and added to with at least 2 prayers added to it a term.</p>	<p>Achieved - This has gone well and staff have been reminded regularly to ensure that this goal would be achieved.</p>
	<p>(2c) DRS with the support of the teachers, is to create a folder of prayers from the Children's Prayer Books. This can be used to ensure that the prayers in the Children's Prayer Books are similar and consistent.</p>	<p>Achieved - Steve has compiled a digital folder of resources for this which he has put on the St Mary's Shared Drive so all staff can access this.</p>
	<p>(2d) DRS to collate a folder with prayers broken down for each year group, in accordance with the PRIDE Challenge and RE Expectations.</p>	<p>Achieved - Although St Mary's already has a list of prayers by year level, Steve has made a digital copy of this and put it in the Prayer folder on the shared drive.</p>
	<p>(2e) The School Prayer is inside the cover of all Student Assessment books and all students are familiar with the words.</p>	<p>Achieved - This is happening and a digital copy of it can be found in the 'Prayer' folder on the shared drive.</p>
	<p>(2f) All staff present at our morning briefings are encouraged to participate in and lead daily prayer at least once a fortnight.</p>	<p>Achieved - Even with the challenges of working around Covid-19 levels. This was able to happen and has been achieved.</p>
	<p>(2g) A retreat day with the staff of Bishop Edward Gaines is to be organised before term 4, allowing staff to grow in their spirituality and reflect on why they are called to serve in a Catholic School.</p>	<p>Not Achieved - This happened in the October school holiday and was facilitated by Pa Gerard Paterson in our Parish Centre. Bishop Edward Gaines School was unable to come. We will invite them to come again in 2022.</p>
	<p>(2h) Classes are encouraged to have liturgies in the classroom or school outdoor environment.</p>	<p>Achieved - This has been difficult at times due to covid restrictions, but has happened this year.</p>
	<p>(2i) All staff meetings and formal group meetings such as PTA are to begin with prayer.</p>	<p>Achieved - Steve has compiled a list of prayers specifically for the PTA. All staff meetings start with prayer also. Steve also began the wearable arts evening by leading everyone in prayer.</p>
	<p>(2j) Prayer is prayed three times a day; to begin the day, before eating, and at the end of the day.</p>	<p>Achieved - This has definitely happened this year in all classes and is an expectation.</p>
	<p>(2k) Classes attempt to pray in different languages. (E.g. Sign of the cross in Te Reo Maori, etc.)</p>	<p>Achieved - Again, this has happened regularly in class, including Masses, and Liturgies, etc.</p>
	<p>(3a) Through regular classroom visits, the DRS will ensure that all RE displays are current.</p>	<p>Achieved - The DRS currently does when he gets a chance and gives feedback to each classroom teacher, as well as those who are responsible for the other displays. This will continue in 2022. It has been a challenge to be consistent with this due to limited classroom release.</p>
	<p>(3b) A school-wide integrated Religious Education Programme will be introduced.</p>	<p>Achieved - This was introduced at the start of 2021 to staff and the parent community. It has taken a little bit of getting used to, but is working well.</p>
<p>(3c) Using templates provided by DRS, Staff are to plan coverage of the Religious Education Curriculum and New Zealand Curriculum over 2 years.</p>	<p>Achieved - This has been successful. St Mary's is also trialling using the new draft RE Curriculum and is providing feedback on this to NCRS. All AO's from every strand will be covered over two years.</p>	
<p>(3d) Students will be formally and informally assessed by the classroom teacher against the Achievement Objectives taught throughout the term.</p>	<p>Achieved - This happened and the assessment results were shared with all staff at a specific RE focused staff meeting. As a result of this, a discussion was started about how we can be consistent with assessment, what we are assessing, and how we are assessing.</p>	
<p style="text-align: center;">Classroom Programme</p>		

<p style="text-align: center;">Classroom Programme Continued</p>	<p>(3e) Self Evaluations are to be completed by the students at the end of each term in the students RE book, complete with the parents signature and comment. This template will change compared to previous years.</p>	<p>Achieved - Self Reflections in R.E books have not been consistent this year. It has happened sometimes for some classes, and not others. In term 4 it happened school-wide.</p>
	<p>(3f) DRS with the input of staff is to create a new template for end of term evaluations as the Religious Education Programme is now integrated.</p>	<p>Achieved - This has been completed and has happened to include coverage of integrated RE moving away from the specific teaching of just one strand.</p>
	<p>(3g) Continue affective domain evaluations that are included in Assessment.</p>	<p>Achieved - Affective domain evaluations and information about this has been shared with staff and used in RE assessment.</p>
<p style="text-align: center;">Liturgical Celebrations</p>	<p>(3h) Liturgical Year themes, Caritas units during Lent, and Social Justice Week to be taught.</p>	<p>Achieved - Teaching these went well in 2021 with some minor disruption due to covid-19. We aim to continue these programmes in 2022.</p>
	<p>(3i) A celebration of learning in the form of a liturgy is to be held at the end of each term, either in the classrooms or in the church as a whole school. Celebrating what we have achieved throughout the term in R.E and other areas, sharing the success we have had. Parents are to be invited to be a part of this.</p>	<p>Achieved - This has been happening although there have been challenges more recently due to covid-19 alert levels and restrictions.</p>
	<p>(4a) All major feast days and liturgical celebrations are celebrated and acknowledged with either a Mass, Liturgy, or Prayer Focus, for example, The Assumption of Mary, The Ascension of Jesus, May the month of Mary, October the month of the Rosary, All Saint and All Souls Day, etc.</p>	<p>Achieved - St Mary's has participated in all of these liturgical celebrations and more. We will continue to celebrate these in 2022. These have often been celebrated with a Mass or liturgy and where possible our school and parish community have been invited to celebrate with us.</p>
	<p>(4b) Art work and prayer displays around the school reflect the liturgical celebration.</p>	<p>Achieved - These have been updated regularly throughout each term. Teachers are rostered on in pairs to provide artwork for the school office foyer, and staffroom, etc.</p>
	<p>(4c) A Gospel Liturgy is to be held at the start of each week to read and reflect on the Gospel for the week as well as introduce the PB4L Focus. Teachers are to take turns leading this. Steve will create a roster for this.</p>	<p>Achieved - This has been able to take place, however with lots of liturgical celebrations including the daily Rosary happening early in term 4, we held off until week 4 Term 4. After that it went well.</p>
<p style="text-align: center;">Parent Education and Communication</p>	<p>(5a) Family Whanau Programme Meeting to be held for Junior parents and families new to our school.</p>	<p>Achieved - Family Whanau Programme Meeting for new families to our school was held in term 1 and was run by Mrs McChlery and Mrs Mackenzie.</p>
	<p>(5b) Communication about School and Parish Events is to be shared with the parent community well in advance.</p>	<p>Achieved - This has been happening, however due to covid-19, many of our planned events have unfortunately been closed to the parents due to restrictions.</p>
	<p>(5c) All classes are to be communicating to parents (E.g. Seesaw, Email, Newsletter, Notebook, etc)</p>	<p>Achieved - All classes are expected to be using seesaw to share learner work with home. Steve also shared some classroom learning home in the fortnightly school newsletters.</p>
	<p>(5d) An R.E Newsletter is to go out each fortnight and a copy is to be placed in the R.E Newsletters Folder.</p>	<p>Achieved - Steve the DRS does this fortnightly. It also recognises two Marist students who are showing Excellence in the Marist Tradition. This year teachers have also been expected to write a blurb about what RE they have been doing in their classrooms.</p>
	<p>(5e) As the Religious Education Programme is now integrated, DRS is to create a roster where individual classroom teachers feedback in the R.E Newsletter about what they are covering in R.E and provide photos of student work.</p>	<p>Achieved - This year, teachers have also been expected to write a blurb about what RE they have been doing in their classrooms. This has been included regularly in the RE Newsletters.</p>

<p>Parent Education and Communication Cont...</p>	<p>(5f) The school facebook page, and website are to be updated regularly informing parents and our online community of upcoming events such as Masses, Liturgies, or other important information.</p>	<p>Achieved - The school facebook is definitely updated regularly. The school website is updated too. Will continue to work on these in 2022.</p>
<p>Service</p>	<p>(6a) A leadership retreat for all year 8's is to be held in term 1 and run by the youth team (NET Team) from the Hamilton Diocese.</p>	<p>Achieved - This went well in 2021 and was run by the NET Team. Steve is looking to book this again for early 2022.</p>
	<p>(6b) All student leaders are to attend the Regeneration Retreat which is to be held in November.</p>	<p>Achieved - Unfortunately, the Regeneration Retreat was unable to be held due to covid-19 restrictions, however, Steve organised for the NET Team to run a mini regeneration retreat for all the year 8 students at school on the day this was supposed to be held.</p>
	<p>(6c) The St Mary's Community Garden is to be used as a resource for our community with all food grown being donated.</p>	<p>Achieved - This is going well post Covid-19. An area to continue working on is ensuring it is being looked after and maintained regularly.</p>
	<p>(6d) The Community Foodbank is to be continued, however publicity around the purpose of it and how to use it is to be maintained.</p>	<p>Achieved - The Community Foodbank is going well. An area to continue working on is ensuring classes are taught/shown how to use it so they can educate their families.</p>
	<p>(6e) Class Food Bank donations of non-perishable items are to be continued with all items donated going to the Putaruru Food Bank.</p>	<p>Achieved - This was achieved in 2021. Although a number of factors such as Covid-19 contributed to a decline in items being donated. More work is to be done on this in 2022.</p>
	<p>(6f) St Mary's staff and students will participate in a range of Parish and Community events, E.g. Deck the Halls, The Putaruru Christmas parade, provide a plate for shared meal after Mass, etc.</p>	<p>Achieved - This went well in 2021. Will look to continue progress with this in 2022.</p>
	<p>(6g) Students and staff are encouraged to participate in events such as; the World Vision 40 hour famine, fundraisers designed to support those who are vulnerable in our local and global communities.</p>	<p>Achieved - The students at St Mary's participate in these programmes individually, or through groups established in the school such as the Social Justice Group. Will look to continue this in 2022.</p>
	<p>(6h) Students are encouraged to take part in service through the PRIDE programme.</p>	<p>Achieved - This went well in 2021, although the combined prizegiving was unable to go ahead this year due to covid. The DRS is to ensure it is up and running for the start of 2022.</p>
	<p>(6i) Students who have completed the Sacramental Programme are offered opportunities to be trained as Altar Servers by DRS or Father Fernando and added to our Parish Roster.</p>	<p>Achieved - Students were offered the opportunity to do this, through specific letters sent home to parents of certain children, information in the school newsletters. Unfortunately there wasn't much uptake from students for a range of reasons such as availability on weekends, etc.</p>
	<p>(6j) The Social Justice Group and Enviro Groups are to meet every second Tuesday to tackle issues around our school/community.</p>	<p>Achieved - This started well in 2021, although membership dwindled towards the end of the year for both groups. Need to look at how to maintain interest in these groups in 2022.</p>

Teacher Education (Professional Development)

<p>(7a) Courtney is to attend the 'Teachers New to Catholic Schools' course run by Cynthia Piper.</p>	<p>Achieved - Courtney passed this paper this year. Any new teachers in 2022 will need to do it.</p>
<p>(7b) All staff are encouraged and invited to attend the Commissioning Mass for 2021 in either Rotorua or Hamilton.</p>	<p>Achieved - The invitation was extended, and we had a good turnout. 2021's Mass is in Hamilton on February 16th. The Mass next year is in Hamilton on the 8th of February.</p>
<p>(7c) A time is to be allocated at every staff meeting for discussion about R.E, for example, progress with individual class R.E programmes, any issues or questions that teachers may be having in regards to R.E, different prayer ideas, ways to assess R.E, etc.</p>	<p>Achieved - Continuing on from last year's progress with this goal, this has gone well in 2021 and will be continued in 2022.</p>
<p>(7d) The DRS is to do regular walk-throughs in each classroom and provide feedback and feedforward to teachers about their R.E in the classroom and general observations they may have.</p>	<p>Achieved - Although Steve has found it difficult to get around each classroom to see specific RE lessons in class time, he has been popping in when he can find time. He has managed to do this term although not regularly. I would suggest more classroom release for the DRS so that they are able to do this more regularly.</p>
<p>(7e) Teachers are to be supported in how they integrate the Key Competencies into R.E, in particular with the Fruits of the Holy Spirit.</p>	<p>Achieved - The leadership team has introduced integrated Religious Education to the staff as this was our focus this year. More PD around this will be provided to staff in early 2022.</p>
<p>(7f) Teachers are to be provided Professional Development opportunities and support around the introduction and implementation of our 2 year Integrated Religious Education Programme.</p>	<p>Achieved - PD was provided for staff at the start of this year on integrating RE and provided a range of resources. Steve also led a staff meeting on this in week 3 term 1. Further discussions around this have been held throughout the year at staff meetings. The Staff also attended a PD Day in Rotorua where a presentation was given about the new draft RE Curriculum by Colin Macleod.</p>
<p>(7g) All staff are encouraged to lead a Liturgy on a specific theme for their class or others.</p>	<p>Achieved - This has happened at different times throughout the year. Covid-19 did have an effect on this and limited when this could occur.</p>
<p>(7h) The DRS is to attend DRS Days as provided by the Diocese.</p>	<p>Achieved - Steve was unable to make one of these scheduled DRS Days due to a calendar clash. Unfortunately the remaining DRS Days that were planned for this year were unable to go ahead due to Covid-19 restrictions. Steve was fortunate enough to be sent the notes from this missed DRS day. Steve also has a really good relationship with the RE Advisors from the Diocese who have provided lots of support over the phone or online.</p>
<p>(7i) Staff are encouraged to support the Parish Sacramental Programme when opportunities arise.</p>	<p>Achieved - In Term 2 the Parish Sacramental Programme concluded and the sacraments of First Holy Communion and Confirmation were held on Sunday 20th June, 2021. The staff at St Mary's School were very supportive ensuring that the day went off without a hitch and that the students were prepared to receive the sacraments. No date has yet been set for 2022.</p>
<p>(7j) The DRS is to compile and update a detailed overview of professional development that staff have attended and use it to identify what their next steps are.</p>	<p>Achieved - Steve has done this using the records that Paul Shannon from the Diocese has given him. These are all up to date and next steps have been identified. Will continue this in 2022.</p>
<p>(7k) The DRS is to lead at least one staff meeting per term with an R.E focus.</p>	<p>Achieved - This was achieved.</p>

<p style="text-align: center;">Environment</p>	<p>(8a) Re-establish the Children's noticeboard outside the old library (New Teacher Resource Room) which is to be used as a focus for R.E. It is to have current and regular R.E/PB4L/Fruits of the Holy Spirit displays. It is to be led and organised by the leaders of the Social Justice Group.</p>	<p>Achieved - This has continued from 2020. Students from the Social Justice Group have made a start. There is also information about Catholic Social Teaching, current enviro and social justice group projects, and the fruit of the Holy Spirit. More contributions and efforts to keep information updated will be made in 2022.</p>
	<p>(8b) The notice boards and foyer displays are to be up to date and current.</p>	<p>Achieved - This has been done very well in 2021 and staff had been allocated a term in pairs on a roster.</p>
	<p>(8c) Posters, displays, and resources linking to PB4L, our Marist Charism, and other aspects of our special character, are to be displayed proudly in the classroom and around the school.</p>	<p>Achieved - This was done successfully. Ensure it is continued in 2022.</p>
	<p>(8d) All staff role model being the hands, feet, face, and voice of Christ to all.</p>	<p>Achieved - This was done successfully.</p>
<p style="text-align: center;">Resources</p>	<p>(9a) Prayer books are to be purchased for the senior classes to assist with classroom prayer.</p>	<p>Achieved - New Prayer books have been ordered for the Junior and Senior Classes to assist with classroom prayer.</p>
	<p>(9b) Steve is to create an online document (Google Doc or Google Sheet) in which teachers can record/stocktake what classroom prayer resources they have and identify what resources they need. (E.g. bibles, rosary beads, prayer cloths, candles, crucifixes, etc.) If any resources are missing, Steve will purchase new ones.</p>	<p>Achieved - A stocktake has been done this year. Steve created a digital form so individual classes can conduct their own stock takes. Continue this in 2022.</p>
	<p>(9c) A review and cull of old resources in our Resources room is to be undertaken. Replace and purchase new resources if needed.</p>	<p>Achieved - This has gone well to date. Continuing to purchase new resources to replace the old ones that were culled remains an ongoing goal for 2022.</p>
	<p>(9d) New music is to be purchased if required. All existing music from Michael Mangan, Andrew Chinn, John Burland, and Hillsong is to be used where possible in Liturgies, Masses, and Classrooms.</p>	<p>Achieved - This has happened.</p>
	<p>(9e) All CD's are to be copied and digitally uploaded to St. Mary's Google Drive so that they can be accessed by staff at school or at home.</p>	<p>Achieved - This has gone well so far. Steve has purchased a portable disk reader which has assisted him in uploading these CD's digitally to the school server/Google Drive. This is beneficial as CD's are a dying technology and we want to preserve these resources.</p>
	<p>(10a) Job descriptions of our Catholic Character Leaders to be clearly defined.</p>	<p>Achieved - Steve, alongside the Senior Leadership Team has created an overview of what is expected for leaders at St Mary's School. They have aligned this to our school values.</p>
<p style="text-align: center;">Sacramental Programme</p>	<p>(10b) 2021 strategic goals are to be reviewed and reflected on as a staff at least once a term. For example, goals could be looked at weekly at staff meetings and progress discussed.</p>	<p>Achieved - This was done successfully.</p>
	<p>(10c) DRS and Staff are to review and update our school's Religious Education Policies which are on School Doc's.</p>	<p>Achieved - This was done at a staff meeting in week 1 of term 4. Steve has sent the changes to Jenny to send to School Docs.</p>
<p>(11a) Actively promote the Parish Sacramental Programme in our classrooms and make connections to church teaching where possible.</p>	<p>Achieved - This has gone well this year. Even with delays and postponements due to Covid-19.</p>	

Catholic Character Review Goals	
(12a) Work to ensure more collaboration is done with Bishop Edward Gaines School in Tokoroa. Such as, shared professional development, shared performances, or shared retreats.	<p>Achieved - This was done successfully in 2021. Aside from the staff retreat, BEGS joined us for Athletics Day, Parihaka Day Celebrations, Year 7 and 8 Camp, Staff meetings, etc.</p>
(12b) Ensure school-wide consistency in the assessment tool for Religious Education. Use both reflective practice and knowledge. Establish a process which might include how we record, and what we do with that information would be helpful. In the senior part of the school, knowledge assessment is essential.	<p>Achieved - This went well and great discussions were had as a senior leadership team and as a whole staff. Will need to continue discussions in 2022 as we move away from traditional teaching and assessing of RE and move towards integration.</p>
(12c) While students are very familiar with the Marist Charism and the hidden way of Mary, the knowledge or understanding of the school monogram should be explicitly taught.	<p>Achieved - This has been achieved this year, although more discussions as a staff around what this might look like needs to occur in 2022 for consistency.</p>
(12d) The DRS is to compile a detailed overview of what professional development staff have attended and use it to identify what their next steps are.	<p>Achieved - Steve has done this using the records that Paul Shannon from the Diocese has given him. This will need to be continued in 2022 to ensure it is updated.</p>

Goals that were not achieved in 2021:	Priorities in 2022:
(2g) A retreat day with the staff of Bishop Edward Gaines is to be organised before term 4, allowing staff to grow in their spirituality and reflect on why they are called to serve in a Catholic School.	<p>Establish communication with Bishop Edward Gaines early in the year so that they can be a part of the staff retreat day and other school-wide events, etc.</p>
	<p>The DRS is to do regular walk-throughs in each classroom and provide feedback and feedforward to teachers about their R.E in the classroom and general observations they may have. The DRS is to create a timetable to make this more manageable. Hopefully the DRS can get some extra release to achieve this.</p>
	<p>Ensure RE Books go home at the end of each term with the self reflection completed by the learners, as well as a teacher's comment, and a parent comment on the integrated RE programme each term.</p>
	<p>Continue to provide relevant professional development opportunities for staff based on their next steps.</p>
	<p>PB4L Flowchart is to be amended with an additional column added on.</p>
	<p>Look for opportunities to integrate Maori Spirituality into Religious Education. E.g. Parihaka Day, Matahiki, Staff PD, Miha Maori (Maori Mass), Maori Language Week, Treaty of Waitangi, Prayer, Waiata, etc.</p>
	<p>Continue to deliver a consistent Integrated Religious Education Programme with resources and support for teachers.</p>
	<p>Continue to develop consistency in assessing Religious Education.</p>
	<p>Book the NET Team for term 1 2022 to lead a retreat for the Year 8's.</p>
	<p>Confirm a date for First Holy Communion and Confirmation 2022.</p>

St Mary's Catholic School, Putaruru
2021 Religious Education Assessment
Church Strand Assessment:



Year Level	Not Met	Ethnicity	Met	Ethnicity	Exceeded	Ethnicity
Year 0 8			6 Boys 2 Girls	3A 2M		
Year 1 21			7 Boys 14 Girls	1A 3M 1A 1P		
Year 2 26	1 Boy	1M	12 Boys 13 Girls	4M 3A 2P 4M		
Year 3 18			10 Boys 8 Girls	5M 2A 1M 1A 1P		
Year 4 20	2 Girls	1A	5 Boys 12 Girls	1M 5M 2A	1 Girl	
Year 5 21	4 Boys 1 Girl	2M 1M	6 Boys 7 Girls	1M 1A 3A	3 Boys	1A
Year 6 24			13 Boys 8 Girls	4M 2A 2M 2A	1 Boy 2 Girls	1M
Year 7 12			7 Boys 5 Girls	2M 3A 1M 2A		
Year 8 22	2 Boys	2M	12 Boys 8 Girls	7M 3M 2A		
Totals No. of Students Assessed = 172 52 Maori 30 Asian 4 Pacifica 29 Maori B 23 Maori G 16 Asian B 14 Asian G 2 Pacifica B 2 Pacifica G	10 Total 7 B Total 3 G Total	7 Total 6 M Total 1 A Total 5 M B Total 1 M G Total 0 A B Total 1 A G Total	155 Total 78 Boys 77 Girls	77 Total 45 M Total 28 A Total 4 P Total 24 M B Total 21 M G Total 15 A B Total 13 A G Total 2 P B Total 2 P G Total	7 Total 4 B Total 3 G Total	2 Total 1 M Total 1 A Total 0 M B Total 1 M G Total 1 A B Total 0 A G Total
Percentages	5.81% Total 4.06% B 1.74% G Not Met	3.48% Maori 0.58% Asian Not Met	90.11% Total 45.34% B 44.76% G Met	26.16% Maori 16.27% Asian 2.32% Pacifica Met	4.06% Total 2.32% B 1.74% G Exceeded	0.58% Maori 0.58% Asian Exceeded
Breakdown % of Boys and Girls by Ethnicity		2.90% M B 0.58% M G 0% A B 0.58% A G		13.95% M B 12.20% M G 8.72% A B 7.55% A G 1.16% P B 1.16% P G		0% M B 0.58% M G 0.58% A B 0% A G
Not Assessed due to Absence or Lack of Attendance Total: 12/184	12 Total 6.52% 9 B 4.89% 3 G 1.63%	12 Total 6.52% 8 M 4.34% 5 M B 2.71% 3 M G 1.63%				

Key: M = Maori A = Asian P = Pasifika B = Boy G = Girl

Next Steps Continued:

- Our special needs students are often the ones that don't meet the expectations and we need to look at other ways to assess such as reading the test to these students, and writing the answers that they say down, etc, to ensure they get a fair and equal opportunity to be successful.
- Assess Religious Education strand more than once a year to develop consistency and improve the accuracy of the data.
- We need to find ways to support/teach/assess those learners who are absent due to Covid-19.



Striving for Excellence
in the Marist Tradition

St Mary's Catholic School

Putaruru

Principal Mrs Jenny MacKenzie

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PUTARURU
Phone (07) 885 1006
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Mobile 027 333 3445

2021 - 2023 Year 0 - 2

Playbased Learning Implementation Plan

Learning through play can help schools realise the vision of *The New Zealand Curriculum* to develop confident, connected, actively involved, lifelong learners.

Almost all of the values and key competencies in *The New Zealand Curriculum* can be developed through play-based learning.

A range of learning areas can be explored with connections made across learning areas as well as to home practices and the wider world.

At St Mary's School we consider Playbased learning to be a way of learning that is engaging, child centred and interest-driven, appropriate to and for the development and wellbeing of each individual child.

When children transition into school from early learning centres they enter with a sense of wonder and natural curiosity.

It can be overwhelming to take on so many new things in an environment that is formal and structured and very different from the experience they have had as a preschooler.

Our Playbased learning environment plans to help the transition from preschool to school a smooth, enjoyable, highly motivating and engaging one. We aim to have a place where the children feel safe to try new things, enhance their sense of wonder and learn persistence, cooperation, negotiation, resilience and a strong sense of belonging.

Key Competencies - Participating and contributing, Using Language, symbols and texts, Thinking, Managing Self and Relating to Others

At St Mary's we deliver a play based approach to learning. This enables our tamariki to become creative, innovative and critical thinkers.

We provide strong foundation learning in literacy and numeracy.

Our play opportunities are becoming wide and varied.

Teachers monitor the play, ensuring safety, carrying out observations and conversing and questioning with the tamariki.

- Play is nature's means of ensuring that young mammals, including young human beings, acquire the skills that they need to acquire to develop successfully into adulthood.
- Play in the classroom fosters improvements in such subjects as mathematics, language, early literacy, and socio-emotional skills, and it does so for children from both low and higher income environments.
- Because play's benefits are so extensive, play has been asserted as a revolutionary and developmentally important activity.
- Play should be viewed as a valuable classroom activity that enables children to develop a wide variety of social and academic skills.
- Through play, children learn how to get along with others, solve problems, inhibit their impulses, and regulate their emotions.
- In play, children make friends and learn to get along with others as equals.

(Gray 2011; Lynch 2015)

Playbased 2021 Evaluation

This year we felt it was quite disorganized in the morning and it was a special learning time for the children. The area was too big for the children.

So after discussion we are going to trial changing the time, organization and area so that deliberate acts of teaching can occur easily. Having it up by the swimming pool under the trees and changing the time to 9.00am

Term 2 and 3 set up the hall with a Playbased learning focus - Gymnastics and play based activities

2022 Playbased Goals		
	Evaluation	Where to next
<p>To plan, observe children and record findings</p> <p>Each teacher takes alternate turns to plan around the varying themes</p>		
<p>To change the time of playbased to 11.00am and the area to the trees by the swimming pool</p>		
<p>To build Sensory Garden in junior playground</p>		
<p>To create blackboards and waterwall - making our playgrounds more interactive for the juniors</p>		
<p>To introduce te reo through language and games</p>		

2021 Reading Recovery Report to Principal

Reading Recovery is an effective early literacy intervention designed to significantly reduce the number of children with literacy difficulties in schools. Reading Recovery provides 30 minute one to one teaching (five days per week) with a specially trained teacher for children making the slowest progress in literacy learning after a year at school. It is supplementary to classroom instruction (MOE, 2019).

Two factors affect the progress of reading recovery; attendance and home support. When a student begins the RR program contact is made with the whanau/family. Daily contact is maintained through the student's reading notebook, recording reading text, along with a sentence the student has written to recreate at home.

The table below shows data for Reading Recovery students at the end of 2021

	Gender	Ethnicity	DOB	Age start RR	New or CarryOver	Total Weeks	Total lessons	Average Lessons	Text Level Initial	Text Level End	Text Level Change	Burt Initial	Burt End	Burt Change	Writing Initial	Writing End	Writing Change	Outcome
RV	M	Maori	18/02/13	6.3	C/O	27	73	3.17	2	11	9	0	13	13	1	22	21	ISS
LM	F	M	26/05/13	6.1	C/O	24	71	3.0	2	13	11	7	22	15	12	28	14	ISS
JS	M	M	23/12/13	6.10	C/O	12	25	3.125	4	13	11	14	36	12	18	42	24	D
CL	M	Afric	17/12/14	6.2	N	14	34	2.14	1	7	6	1	2	1	2	3	1	ISS
AP	F	M	01/05/14	6.10	N	14	37	2.6	6	18	12	16	31	15	30	76	46	Trf
QA	F	A	09/06/14	6.11	N	5	25	5	2	5	3	3	4	1	12	15	3	ISS
IG	M	M	31/10/14	6.8	N	32	10	3.2	2	7	5	0			5			Trf
QS	M	E	06/06/15	6.3	N	12	55	4.5	2			2			4			C/O
ADP	F	M	02/08/15	6.3	N	5	16	3.2	5			4			3			C/O
ILS	F	M	22/08/15	6.3	N	6	19	3.1	5			5			10			C/O

Data Legend -

ISS - In School Support D - Discontinued L - Left the School C/O - Carried Over NATC - Not Able To Continue
 Trf - Transferred

Kathleen Webby. Reading Recovery, St Marys Catholic School, Putaruru

Learning Support Groups

As an extension to the role of Reading Recovery additional learning support to small groups from Room 2, as follows:

1 x 4 female students (1xM, 3xE) - daily repeated reading and reviewing high frequency writing words, blends, digraph and letter knowledge and formation. Reading from level 3 to level 13. (AB, AS, BP from 21.06.21 - 27.09.21, LA 20.08.20-27.09.21)

1 x 4 male students (3M, 1E) - daily letter recognition and formation, list 1 writing words, reading and identifying words in low level text, from magenta and red texts (Level 1-5) . (26.07.21 - 18.08.21). Covid interruptions for this group impacted on high absences for 3MM. 1ME began Reading Recovery (COH) in Term 3 2021.

1 x 2 female students (2M) - daily repeated reading and reviewing high frequency writing words, blends, digraph and letter knowledge and formation. Reading from level 3 to level 8. (ADP, ILS from 1.11.21 - 14.12.21). Both students will begin full Reading Recovery in 2022.

Kathleen Webby

Reading Recovery, St Marys Catholic School, Putaruru

Kathleen Webby. Reading Recovery, St Marys Catholic School, Putaruru



St Mary's Catholic School Putaruru

Sports Review 2021

Budget:

\$5000

Sports Waikato - funding for Kirby van der Heyden- Vic O'Rourke (Sports Coordinator)

- Equipment - Basketballs, Netball, Soccer balls

Leadership - Sports Waikato - Leaders from Year 8 to Putaruru College

Seniors coached and supported Junior Netball Teams

Seniors umpired netball games

Playground

- Maintenance of Playground and what is needed.
- New Turf

Ministry Fund:

\$2559.11

St Mary's Catholic School Putaruru, is a member of the Putaruru School's Cluster that employs a person in conjunction with Sports Waikato to promote Sport throughout Putaruru. Vic O'Rourke works at promoting Kiwi Sports Programmes for our own school and Interschools events.

AIMS

Cancelled 2021 due to Covid

Basketball Competition

- Year 5 and 6 were involved in the local Basketball competition.
- Year 7 and 8 Cancelled

Soccer

All teams were able to play Soccer this year. We had a successful season for Term 1 and 2 Sport.

Local Sports were limited this year because of Covid

A strength of the school

We have 95% involved in sports throughout the year from Year 1 - 8.

Would like to see more involvement from our Asian community.

School Pool

- Maintenance of school pool - new filter system
- Learn to Swim Programme at lunchtimes
- Training before school at 7.30 - 8.10am daily
- Normal Classroom Swimming Programmes operates Term 1 and 4

Health

Breakfast Club Terms 2 and 3 for any student

Is run by staff with tins of spaghetti, baked beans and bread donated by staff and parents as well as milo. Weetbix donated by Sanitarium, milk donated by milk in school.

St Mary's Catholic School
Putaruru

MUTUKAROA PROGRAMME

2021 Parent/School Relationship

Nurturing Learning Together

Evaluation of 2021

The Mutukaroa Programme has not been running for the past two years. This programme we feel is vital for families to begin their child's school journey with the school. We need the support of our learning support coordinator for this venture. Lack of time and organization has stopped the programme from working for the last two years.

Assessment Based

- 5 years - (One Month Entry)
- 6 years - (Six Year Net)

Many tests have been delayed due to Covid - this will restart when we can in 2022.

Where to next for 2022:

- Re-establish this programme, through learning support
- A calendar copy of the children 's birthdays (showing milestones) is to be organized and a copy to be given to Mrs MacKenzie.
- Testing must be done on New Entrants within 6 weeks of the child's birthday or enrolment day (if starting after their birthday), with a parent meeting or online meeting held within the next week. This keeps the testing relevant and up to date.
- Testing on 6 year old children will be done on those who are at Green Reading Levels or below. It will not be done on Level 15 or above.
- We need to check the programmes that are in place for children who are below on these tests to check they are meeting the needs of these children. Timelines to be put in place for regular monitoring.
- A teacher aide in Room 2 to support classroom programmes and focus can be on 'At Risk' students to support their needs. Room 1 hopes to have a Teacher Aide from Term 2.
- Regular junior meetings with Karen, Clare, Courtney and Lynette to make sure progress is being made by our 'At Risk' students.
- Tracking will be kept up to date on their reading levels.
- Classroom teaching must cover the gaps highlighted in the testing of these children.



St Mary's Catholic School, Putaruru
Striving for excellence in the Marist Tradition
ICT ACTION PLAN 2022

2021 Summary

- 'We survived'
- Following on from our professional development in 2020 staff members continued to build on their understanding of computational thinking (CT) and developing and designing digital outcomes (DDDO) by experimenting with these in their everyday classroom programmes.
- Furthermore, as a result of Covid-19, outside agencies, supporters and facilitators were unable to come into the school for large amounts of time in 2021 as they were often traveling around different cities, towns and regions. Due to this, teachers were encouraged to provide opportunities for students to engage with digital technology and develop their digital fluency.
- We replaced 30 Chromebooks in Room 5.

2022 Recommendations

- To work with the Ministry of Education to finish our hours - for digital and localised curriculum.
- To make sure our planning identifies the Digital Technology Curriculum
- With restrictions around Covid-19 easing in New Zealand, consultation with our wider community (whanau, parish, iwi) is still required, along with attention to developing a future focused education for our learners to develop skills which prepare them for an ever-changing world and economic environment. This will link to our localized curriculum.