



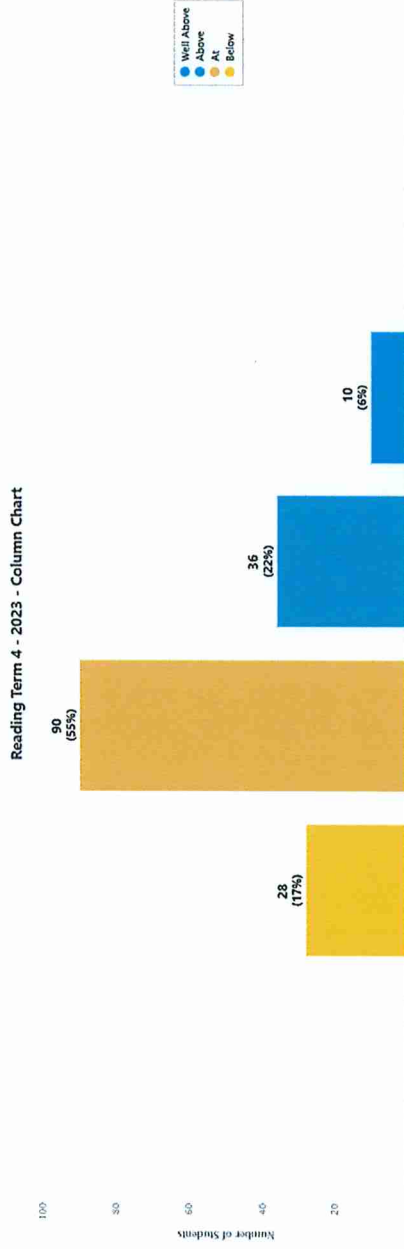
St Mary's Catholic School - Putaruru

Statement of Variance

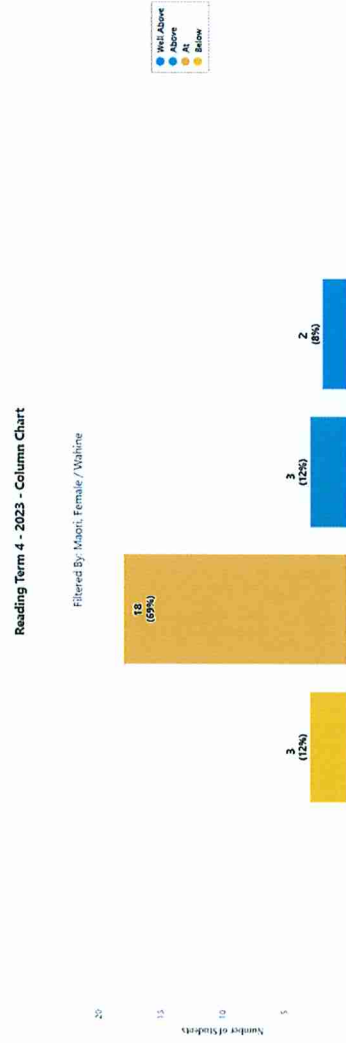
2023

READING ASSESSMENT 2023

Overall

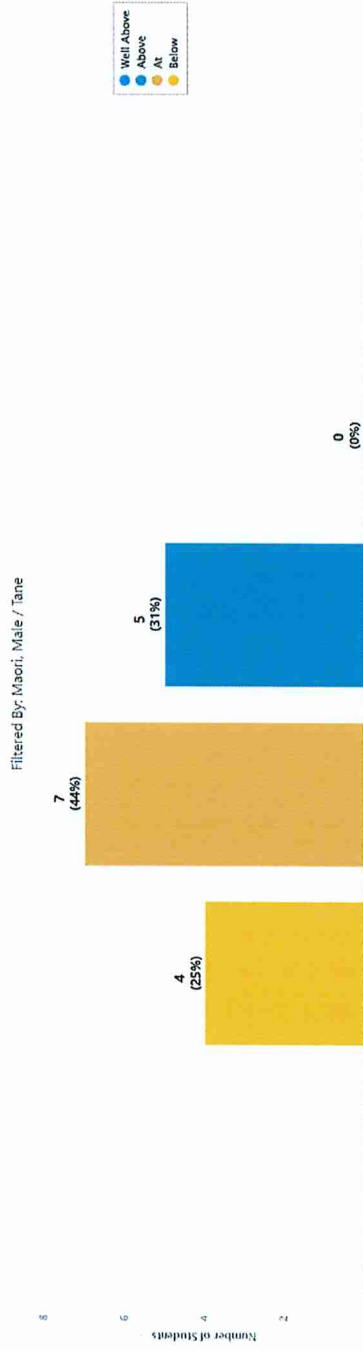


Maori Girls



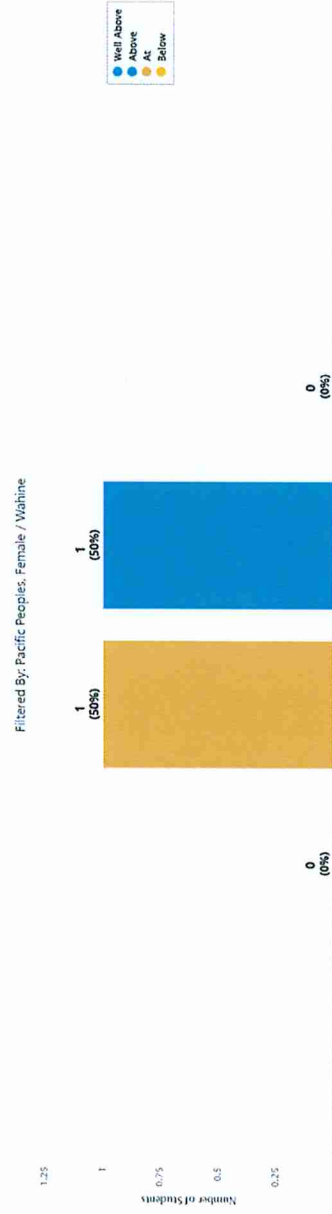
Maori Boys

Reading Term 4 - 2023 - Column Chart



Pasifika Girls

Reading Term 4 - 2023 - Column Chart



Pasifika Boys

Reading Term 4 - 2023 - Column Chart

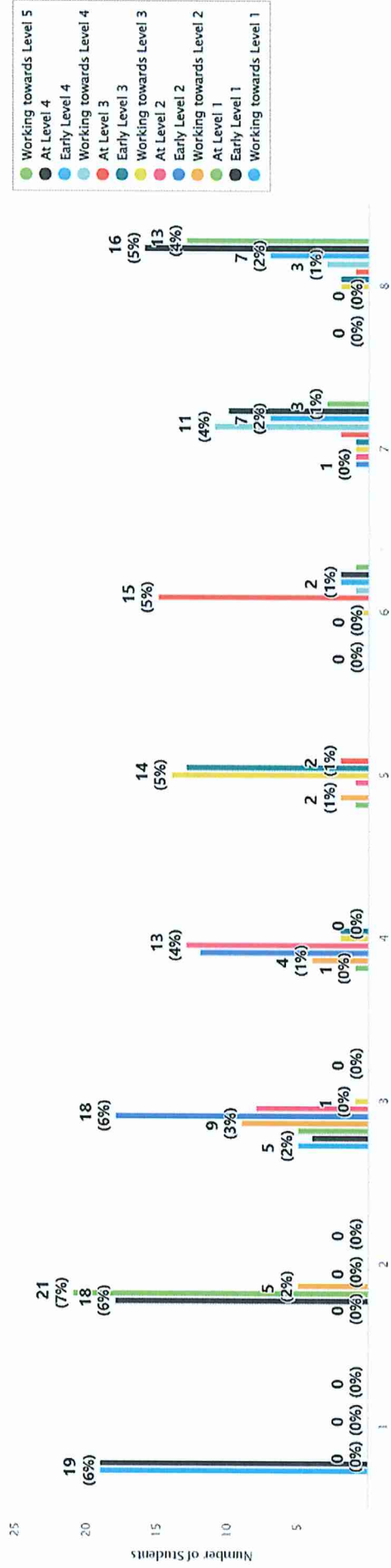
Filtered By: Pacific Peoples, Male / Tane



Raw Reading Data - 2023 - Column Chart

Split By: Year Level

Filtered By: Year 1, Year 2, Year 3, Year 4, Year 5, Year 6, Year 7, Year 8



Reading Statement

83% of students are at or above the expected level.

Many of our students are our transient students. One child is on dual enrolment with Te Kura. We are ensuring that we are making progress with our lower students. Below students are getting support on RTLB or Speld, alongside the classroom. All below students have IEPs and working with LSC and classroom teacher.

Reading is beginning to be taught explicitly through the IDEAL platform and with continued Professional development in this area.

We have Reading Recovery to support students. Teacher Aides are being trained in the IDEAL Spelling Approach which will improve outcomes. Explicit instruction is expected and being taught throughout the whole school.

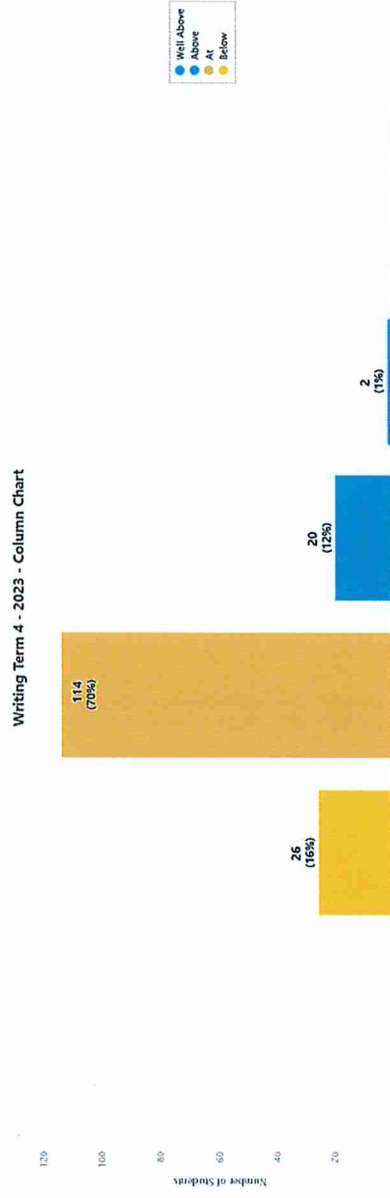
Goals for 2024

- All classes to be explicitly teaching the IDEAL Reading Approach
- All Classes to be explicitly teaching the IDEAL Spelling Approach to support the Reading
- We have 40 PLD hours through the Ministry of Education - Paula Hastings from IDEAL has been appointed
- Ensure that Reading Resources are current
- Continuation of purchasing Reading Resources with another school
- Confidence and competence in teaching the IDEAL approach from all Kaiako
- Regular staff meetings
- Support from our Across the Schools leads to work alongside teachers with the year levels that need more direction with students that have learning needs
- Walk throughs will be apart of the process as we learn this structured approach

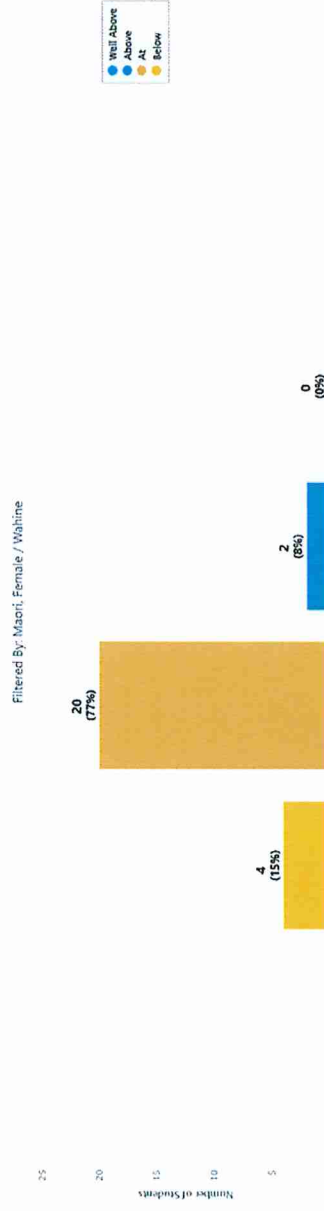
WRITING ASSESSMENT 2023

Overall

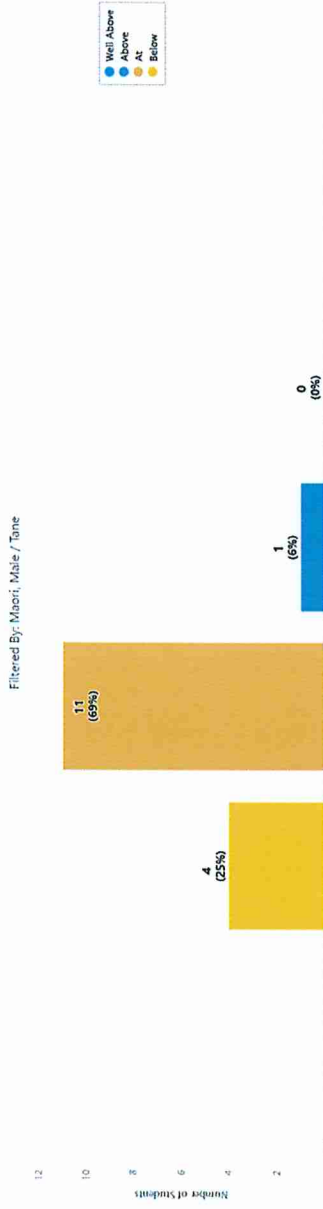
Maori Girls



Maori Boys

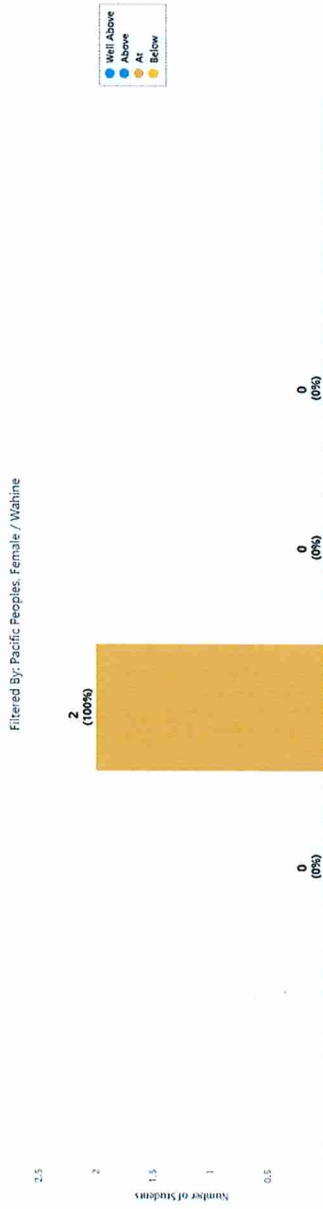


Writing Term 4 - 2023 - Column Chart



Pasifika Girls

Writing Term 4 - 2023 - Column Chart



Pasifika Boys

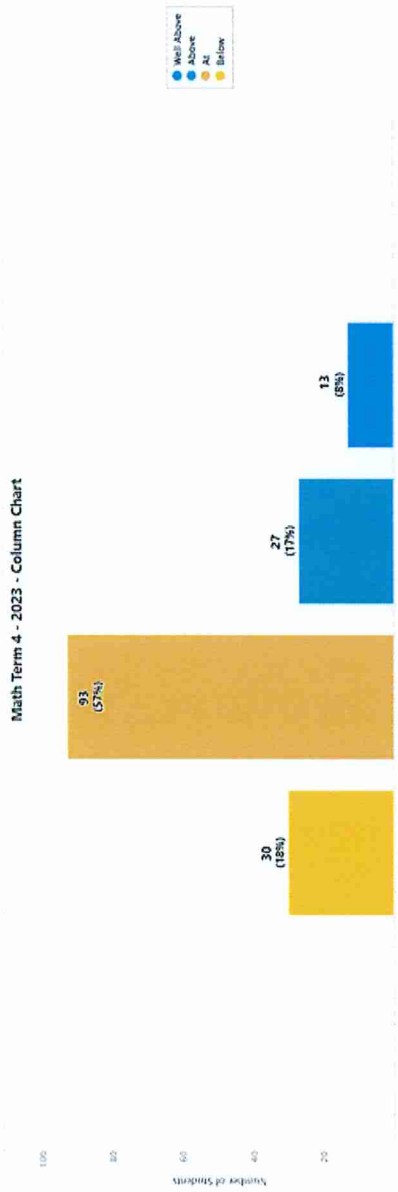
Writing Statement 2023

83% of students are at or above the expected level. With IDEAL and grammar, this will support our writing and the expectation of writing. There is a need to have daily writing across the school as well as explicit teaching in writing. We acknowledge that the teaching of writing is not consistent throughout the school. Ensuring that there are criteria given to the akonga and they understand what is to be learnt.

Goals for 2024

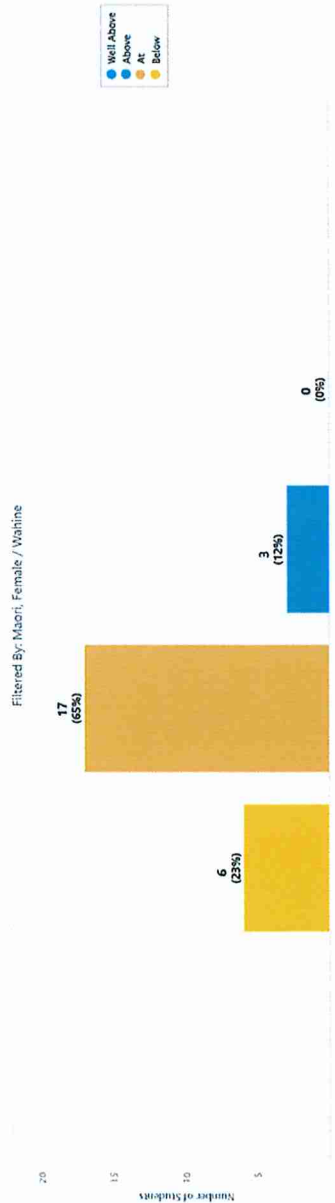
- Explicit instruction will be taught throughout the week in conjunction with our Literacy programme of IDEAL.
- Walk throughs will occur
- Professional development undertaken with St Mary's Rotorua - IDEAL Marian Kirby
- Writing will be supported by our Across the School Coordinator
- Using IDEAL to support, especially with the Grammar and the Spelling
- Understanding what good writing is i.e. punctuation, grammar, spelling

MATHS ASSESSMENT 2023



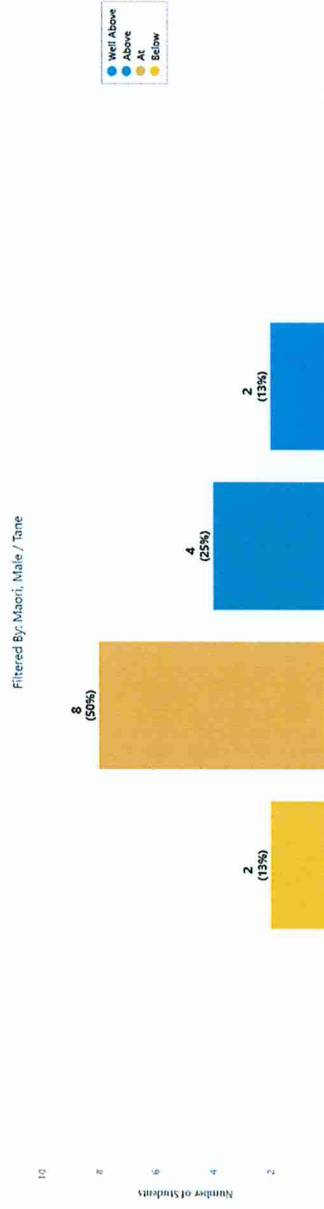
Math Term 4 - 2023 - Student Grid

Maori Girls



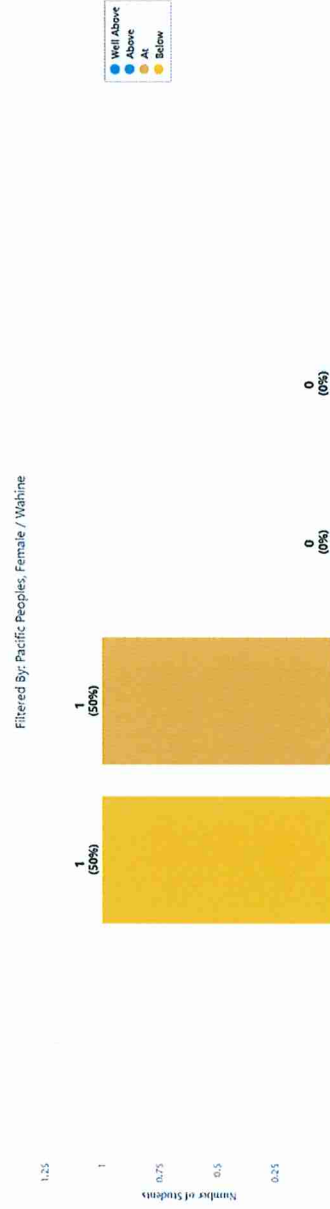
Maori Boys

Math Term 4 - 2023 - Column Chart



Posifika Girls

Math Term 4 - 2023 - Column Chart



Pasifika Boys

Math Term 4 - 2023 - Column Chart

Filtered By: Pacific Peoples, Male / Tane



Maths Statement 2023

82% of students are at or above the expected level. We feel consistency wasn't happening throughout the school and explicit teaching was lacking. Our basic facts was an area of focus and continues to be in the future. The above graph implies that there is a need for explicit instruction to fill the gaps particularly with Number and in the Year 5 - 8 area for 2024.

Our major focus is equitable outcomes for all our learners. Our data driven inquiry aims to improve teacher practice, and in turn improve outcomes specifically for our Maori students and neurodiverse students. These are the students which are our 'tail' when analysing Kahui ako-wide data. It is our aim to develop a consistently high quality Kahui Ako--wide pedagogical approach to support all our students and to ensure achievement amongst our most challenged students is improved. Children will be able to better engage and understand their own learning and next steps. The scope and sequence of Structured Maths will provide this opportunity, along with quality formative teaching.

Maths Goals 2024

- Begin Structured Maths with PRIME alongside PRIME Professional Learning. This will ensure consistency and progression through the whole school.
- Alongside our Structured Maths teachers will utilise other resources to enhance their Maths programme
- Teacher Only day with 'The Learner First' led by Jo Knox with our Kahui Ako
- 2 teachers receiving PLD with Marie Hirst throughout the year in connection with our Kahui Ako
- Tracking student achievement outcomes.
- Improve teacher practice.
- Strengthen collaborative inquiry.
- Explicit teaching across the school.
- Our timetables will indicate that Maths is being taught at the beginning of the day from 9 - 10am
- Playbased learning provides activities linked to the Maths being taught

At St Mary's Catholic School Putaruru, moving forward into the future we as teachers will have

Key Teacher Practices:

Practice Area 1: - Understanding of Assessment and how students learn maths to ensure they progress

- Teachers determine what students bring to their learning and build on what they already know
- Teachers actively notice, recognise and respond to students' progress as they engage in maths
- Teachers use assessment and progressions to plan for, document, and monitor students' progress

Practice Area 2: Teachers use quality teaching practice in maths

- Teachers provide scaffolding for students in maths
- Teachers use explicit teaching in maths
- Teachers use flexible grouping in maths
- Teachers provide a range of cognitive and metacognitive strategies in maths

Practice Area 3: Teachers provide dedicated maths time every day so all students engage meaningfully in learning

- Teachers support students to learn, practice, created, and use maths daily
- Teachers show students how to use maths procedures and skills accurately, efficiently and flexibly
- Teachers prompt students to talk about their maths ideas
- Teachers provide cognitively challenging mathematics activities

Practice Area 4: Teachers notice when students require extra support for learning and provide effective targeted teaching

- Teachers identify and monitor students who need additional support
- Teachers partner with others and are supported to implement targeted approaches
- Teachers support students with identified needs to access and engage through planned and targeted interventions
- Teachers extend competent maths students through adding challenge and complexity

Practice area 5: Teachers use tools and representations to express mathematical concepts

- Teachers plan how to use tools and representations, based on clear rationale
- Teachers make clear links between maths concepts and tools and representations
- Teachers encourage students to use or adapt tools and representations to express their maths ideas

Practice area 6: The classroom learning environment encourages mathematical thinking, collaboration, and the enjoyment of maths

- Teachers learn about students and their relationship with maths
- Teachers build a classroom culture that encourages engagement in maths learning
- Teachers organize the classroom environment to encourage engagement in Maths learning

Practice area 7: Teachers make the most of moments throughout the day to highlight and use maths

- Teachers plan how maths ideas are incorporated into a range of activities
- Teachers make links to maths when teaching other curriculum areas
- Teachers find spontaneous ways to bring maths concepts into play and routine tasks

Practice area 8: Maths classes reflect the cultures of their students and whanau

- Teachers demonstrate and help all students make connections between maths and te ao Maori
- Teachers ensure maths tasks include contexts, content, or approaches that are culturally relevant to students
- Teachers use the classroom environment to promote interest in maths through cultural contexts, symbols, materials and artefacts

Practice Area 9: Teachers work in partnership with families/whanau to support maths learning

- Teachers talk about maths learning with families/whanau
- Teachers provide maths information and resources to families/whanau to reinforce what is being learnt in the classroom

*These practice areas come from Making it Count: Teaching Maths in Years 1 - 3
Education Review Office 2024*

Right across our Year Levels - Years 1 - 8 there will be a Balanced Maths Diet

[A Balanced Maths Diet](#)

- Questioning and Feedback
- Making things visible
- Building procedural fluency
- Big ideas across all strands
- Rich Tasks
- Engaging in discourse
- Varied Learning Experiences



Math Attack Comparison Term 2 - 4 2023

Class Level	Ethnicity	Up to 19 %	Ethnicity	Up to 19 %	Ethnicity	20-39%	Ethnicity	20-39%	Ethnicity	Nov	DECEMBER		Ethnicity	80-94% Nov	Ethnicity	80-94%	Ethnicity	95-99%	Ethnicity	95-99%	Ethnicity	100%	Ethnicity	100%	Ethnicity		
											DECEMBER	DECEMBER															
Year 0	1MB 2AB 3MG 2AG			3		1		1			1	1AB				0							0				
Year 1	1MB 2AB 5MG 1AG	3	1AB	1		1		1			2	2MG				8	1MB 1AG					4					
Year 2	0MB 3AB 1MG 1AG	4		7		4		4			2	1MB 1MG 1AB				2	1AB					1					
Year 3	0MB 2AB 3MG 2AG	8	1AB 1MG	8		4		3			2	1AB 1AG				5	1AB 1AG					2					
Year 4	5MB 6AB 1MG 2AG	1		2		1		0			5	1AB				3	2AB					2					
Year 5	2MB 1AB 4MG 1AG	3		5		2		7			1	1AB				2	1AB					1					
Year 6	3MB 2AB 0MG 3AG	2		3		2		6			3	1MG				2	1MG					1					
Year 7	5MB 2AB 2MG 2AG	1		1		2		4			10	1MB 1MG 2AB 2AG				3	1MB 1AG					1					
Year 8	1MB 2AB 3MG 2AG	2		2		1		3			8	2MB 1MG				3	1MB 1AG					2					
Year 19/22																											
TOTAL 161		24=17%		32 =20%		30=21%		33=24%		29 = 18%	36 = 22%		17=12%		28 =17%		8 =6%					12 = 8%		1 =1%		6 = 4%	
Boys 59/74		12 =20%		17 = 23%		10 = 17%		10 = 17%		13 = 17%	17 = 23%		4 = 7%		11 = 16%		3 = 6%					4 = 6%		1 = 1%		2 = 3%	
Girls 81/92		12=15%		15 = 17%		20 = 25%		20 = 25%		16=18%	19=21%		13 = 16%		17 = 19%		5 = 6%					8=10%				4 = 5%	

Total Maori 36/43	4 = 11%	7 = 20%	14 = 39%	5 = 14%	14 = 39%	7 = 20%	4 = 11%	10 = 28%	3 = 8%	4 = 12%	3 = 8%	2 = 6%	
Asian 28/35	2 = 4%	6 = 16%		4 = 10%		4 = 10%		8 = 20%		9 = 24%		5 = 12%	3 = 8%
Total Pacifica 1/3		3 = 50%	4 = 14%	2 = 34%	4 = 14%	2 = 34%	7 = 25%	0	6 = 22%		2 = 7%		1 = 3%

Math Attack results show that in term 4, 2023: Note term 4 results are in blue column

- Out of 161 students who sat the test comparing June Results, the increases are across the school and the range of levels
 - 80-100% 46 students achieved compared with 26 in June (6 v 2 Maori) (17 boys & 29 girls)
 - 40-79% 65 students are achieving compared with 60 in June (17 v 7 Maori) (30 boys & 35 girls)
 - 0 - 39% 50 students are achieving compared with 54 in June (12 v 18 Maori (26 boys & 24 girls)
- Medal winners include: (June results in brackets)
 - 6 (1) Gold
 - 12 (8) Silver
 - 28 (17) Bronze

Questions to ponder:

1. Is the same students in the under 60% range year by year, if so how do we overcome this?
2. Are students in junior area following through with higher scores in following years, if not, why? and what can be done to achieve this?
3. What is it the students from years 4 to 8 are finding difficult and scoring poorly in medal areas? How can this be addressed?



St Marys Catholic School Putaruru

Cohorts Data from 2016 - 2023

Whole School

Based on Curriculum Levels

	Well Below										Below									
	2016	2017	2018	2019	2020	2021	2022	2023	2016	2017	2018	2019	2020	2021	2022	2023				
Reading	0.6%	7%	0	0	0	0	0	0	8.1%	7%	13.73%	11%	12%	19%	16%	14%				
Writing	0.6%		0	0	0	0	0	0	8.1%	10%	17.04%	13%	14%	15%	19%	16%				
Maths			0	0	0	0	0	0	8.7%	7%	14.84%	13%	17%	14%	18%	11%				

	At										Exceeded									
	2016	2017	2018	2019	2020	2021	2022	2023	2016	2017	2018	2019	2020	2021	2022	2023				
Reading	79.2%	70%	67.03%	84%	68%	59%	70%	73%	12.1%	16%	19.24%	5%	20%	22%	14%	13%				
Writing	81.5%	86.3%	73.62%	83%	81%	79%	74%	78%	9.8%	3.7%	9.34%	4%	5%	6%	7%	6%				
Maths	78.6	77%	69.23%	83%	65%	69%	66%	70%	12.7%	16%	15.93%	4%	18%	17%	16%	19%				

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St Marys Catholic School Putaruru Page 1 Dec 2023

Reading	Well Below or Below										At or Above.						
	2016	2017	2018	2019	2020	2021	2022	2023	2016	2017	2018	2019	2020	2021	2022	2023	
Year 1	25%	36%	28.57%	9%	0	0	0%	0%	75%	64%	71.43%	91%	100%	100%	100%	100%	
Year 2	11.5%	15%	8.33%	9%	20%	39%	0%	0%	88.2%	85%	91.67%	91%	80%	61%	100%	100%	
Year 3	8.7%	8%	17.25%	10%	15%	17%	32%	28%	91.3%	92%	82.75%	90%	85%	83%	68%	72%	
Year 4	0	3%	15.38%	17%	8%	32%	30%	5%	100%	97%	84.62%	83%	92%	64%	70%	95%	
Year 5	5%	17%	10.71%	15%	17%	19%	26%	17%	95%	83.6%	89.28%	85%	83%	66%	74%	83%	
Year 6	12.6%	5%	16.66%	9%	11%	27%	19%	27%	87.4%	95%	83.34%	91%	89%	73%	81%	73%	
Year 7	6.3%	6%	9.10%	8%	8%	23%	12%	23%	93.7%	94%	90.90%	92%	92%	77%	88%	77%	
Year 8	0	0	0%	16%	27%	5%	18%	13%	96%	100%	100%	84%	73%	95%	82%	87%	

	Well Below or Below										At or Above						
	2016	2017	2018	2019	2020	2021	2022	2023	2016	2017	2018	2019	2020	2021	2022	2023	
Maori	1.8%	7.7%	12.70%	18%	18.0%	27%	21%	20%	98.2	93%	87.30%	72%	84%	73%	79%	80%	
European	10.4%	7%	15.38%	12%	10.0%	15%	14%	12%	89.6	93%	100%	88%	90%	85%	86%	88%	

	Well Below or Below							At or Above							
	2016	2017	2018	2019	2020	2021	2022	2016	2017	2018	2019	2020	2021	2022	2023
	2016	2017	2018	2019	2020	2021	2022	2016	2017	2018	2019	2020	2021	2022	2023

Boys	12.5%	14.6%	9.36%	10%	8%	6%	21%	17%	87.2%	85%	43.40%	90%	92%	94%	79%	83%
Girls	3.8%	9%	4.39%	5%	4%	11%	10%	11%	96.2%	95%	42.85%	95%	96%	89%	90%	89%

St Marys Catholic School Putaruru Page 2, 1 Dec 2023

Writing	Well Below or Below										At or Above						
	2016	2017	2018	2019	2020	2021	2022	2023	2016	2017	2018	2019	2020	2021	2022	2023	
Year 1	30%	36%	23.80%	9%	0%	0%	0%	0%	70%	64%	76.20%	91%	100%	100%	100%	100%	
Year 2	8.3%	12%	8.34%	10%	15%	26%	0%	0%	91.7%	88%	91.66%	90%	85%	74%	100%	100%	
Year 3	8.7%	25%	17.25%	10%	15%	27%	32%	28%	91.3%	75%	82.75%	90%	85%	73%	68%	72%	
Year 4	0	9%	15.38%	14%	9%	9%	35%	11%	100%	91%	84.61%	86%	91%	91%	65%	89%	
Year 5	5%	17%	25%	15%	17%	24%	26%	18%	95%	83%	75%	85%	83%	76%	74%	82%	
Year 6	12.6%	5%	23.33%	19%	22%	15%	23%	33%	87.4%	95%	76.66%	81%	78%	85%	77%	67%	
Year 7	5.6%	6%	9.10%	12%	12%	23%	25%	19%	94.4%	94%	90.90%	88%	88%	77%	75%	81%	
78%Year 8	4%	0	0%	22%	32%	23%	27%	22%	96%	100%	100%	78%	68%	87%	73%	78%	

Writing	Well Below or Below										At or Above						
	2016	2017	2018	2019	2020	2021	2022	2023	2016	2017	2018	2019	2020	2021	2022	2023	
Year 1	6	7	15.87%	18%	16.43%	24%	9%	25%	93%	94%	84.12%	72%	83.58%	76%	91%	75%	
Year 2	7%	6%	15.87%	18%	16.43%	24%	9%	25%	93%	94%	84.12%	72%	83.58%	76%	91%	75%	

Europeans	9.4%	10%	8.62%	12%	12.5%	7%	17%	6%	90.6%	90%	91.38%	88%	87.5%	93%	83%	94%
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Well Below or Below										At or Above							
	2016	2017	2018	2019	2020	2021	2022	2023	2023	2016	2017	2018	2019	2020	2021	2022	2023
Boys	13.7%	15%	13.74%	19%	11%	26%	26%	19%	19%	86.3%	85%	39.56%	81%	89%	74%	74%	81%
Girls	2.6%	5%	3.30%	7%	3%	4%	13%	27%	27%	9.7%	95%	43.40%	93%	97%	96%	87%	73%

St Marys Catholic School Putaruru Page 3- 1 Dec 2023

Maths	Well Below or Below										At or Above							
	2016	2017	2018	2019	2020	2021	2022	2023	2023	2016	2017	2018	2019	2020	2021	2022	2023	
Year 1	10%	11%	28.57%	4%	0%	0%	0%	0%	3%	90%	89%	71.42%	96%	100%	100%	100%	100%	
Year 2	23.10%	9%	8.33%	9%	10%	22%	0%	0%	0%	76.9%	91%	91.67%	91%	90%	78%	100%	100%	
Year 3	4.3%	8%	13.80%	10%	19%	22%	27%	24%	24%	95.7%	92%	86.20%	90%	81%	78%	73%	76%	
Year 4	7.4%	3%	7.69%	11%	13%	23%	35%	5%	5%	92.6%	97%	92.30%	89%	87%	77%	65%	95%	
Year 5	10%	10%	14.28%	15%	24%	23%	31%	14%	14%	90%	90%	85.71%	85%	76%	77%	69%	86%	
Year 6	6.3%	4.5%	23.34%	18%	27%	11%	19%	11%	11%	93.7%	95.5%	76.66%	82%	73%	81%	81%	89%	
Year 7	0	12.5%	9.10%	16%	12%	15%	21%	19%	19%	100%	87.5%	90.90%	84%	88%	89%	79%	81%	
Year 8	4%	0	6.66%	17%	41%	9%	18%	18%	18%	96%	100%	93.34%	83%	59%	81%	82%	82%	

																						%

Well Below or Below												At or Above											
	201	2018	2019	202	2021	202	2023	2016	2017	2018	2019	2020	2021	2022	2023								
	2016			0	18%	22%	11%	96.5%	92%	73.24%	88%	78%	82%	73%	89%								
Maori	3.5%	11.26%	12%	22%	18%	27%	11%	96.5%	92%	73.24%	88%	78%	82%	73%	89%								
Europea	10.4%	10.75%	11%	14%	16%	14%	12%	89.6%	94%	89.25%	89%	86%	84%	86%	88%								
n																							

Well Below or Below												At or Above											
	201	2018	2019	2020	2021	202	2023	2016	2017	2018	2019	2020	2021	2022	2023								
	2016				18%	20%	13%	90.4%	88.5%	42.30%	88%	41%	82%	80%	87%								
Boys	9.6%	12.10%	12%	11%	18%	20%	13%	90.4%	88.5%	42.30%	88%	41%	82%	80%	87%								
Girls	9.6%	3.30%	9%	6%	13%	15%	9%	92.4%	92%	42.30%	91%	42%	87%	85%	91%								
n																							

Maori Achievement

Statement for 2023

Whanau group was reestablished in 2023. There is now focus and future oriented passion to reignite a vibrant whanau group, which will support the akonga, whanau and kaiako in our Catholic journey.

- Year 1 - 6 had marae day trips to Ngatira. Year 7 and 8 had an overnight marae trip in 2022.
- Matariki was celebrated as a school. We worked hard with our Maori Miha celebration for Mass, this is an area to be further developed with the support of the whanau group.
- Teaching of Te Reo Maori is twice a week with progressions through the school.
- Te Reo Phrases and Commands are being used in all class
- We have encouraged all akonga and kaiako to use Te Reo in our everyday speech
- The employment of a teaching staff member has enhanced the language and tikanga at St Mary's
- Senior Management attended a one day workshop with Raukawa to enhance knowledge of our local histories. This was a wonderful opportunity to connect and realise that the mahi we are doing is valuable. Sharing of Raukawa with staff is a next step to utilise the stories within the school.

Pasifika Achievement

Sustaining and increasing the number of students currently achieving 'At' or 'Above' in Reading, Writing and Maths.- Explicit teaching will support these children.

Consultations

Consultation with whanau occurs twice a year. The objective is to keep whanau informed about progress of tamariki and ensure that all ākonga (learners), whānau, and the community, can have a say in what the goals of the school are so that they reflect the needs of ākonga (learners).

We have a whanau group to support the school along with the PTA, under the guidelines of the Te Tiriti o Waitangi.

Next steps for consultation will be for a Junior School hui every term to support parents and guide them in the education of their child. We will 'Haere tahi' (journey together) with them.

Student Council

At St Mary's Catholic School, Putaruru we have a Student Council where the tamariki can voice their concerns, new ideas and how to develop St Mary's even further, using student voice. This is for tamariki from Year 3 - 8.



St Mary's Catholic School Putāruru

Sports Review 2023

Budget

\$5,000.00

Sport Waikato

- Funding for Putāruru (Sports Co-Ordinator)
- Equipment - basketballs, netball, soccer balls

Leadership

- Sport Waikato - Leaders from Year 8 to Putāruru College
Seniors coached and supported junior netball teams
Seniors umpired netball games

Playground

- Maintenance of playground and what is needed
New turf

Ministry Fund

\$2,559.11

St Mary's Catholic School Putāruru, is a member of the Putāruru School's Cluster that employs a person in conjunction with Sport Waikato to promote sport throughout Putāruru. Blaze Rata works at promoting Kiwi Sports programmes for our own school and interschool events. Blaze resigned and we are now working with the Putāruru Hub.

AIMS

- All year 8's involved - netball, basketball, indoor bowls

Basketball Competition

Year 5&6 and Year 7&8 were involved in the local basketball competition

Local Sport

- Putāruru Sports - netball, soccer, basketball, touch, rippa
- South Waikato rippa tournament
- Amazing Race - Hamilton
- Indoor bowls

Soccer

- All teams were able to play soccer this year. We had a successful Season for Term 1 and 2 sport

A Strength of the School

- We have 95% involved in sports throughout the year from years 1-8
We 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 7:30-8:10 daily
- Normal classroom swimming programmes operate Term 1 & 4

Health

- Breakfast Club Terms 2 & 3 for any student
This 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 Schools.
- Camps - Year 7 - Sports week at Totara Springs in Matamata

Where to Next - 2024

- Gymnastics - when hall is updated
- Lunchtime clubs
- Catholic interschool events for Years 7&8 - swimming, cross country
- Jump Jam for all students
- Small ball skills for all students
- Swim Safe - Term 4 - Seniors local Putāruru Pools - Juniors school pool



St Mary's Catholic School, Putaruru





2023 R.E. Strategic Plan End of Year Review









 = Worked well.











 = Worked, however there is room for improvement. Comment included.









 = Did not work well. Review needed. Comment included.

Key Areas:	Actions/Goals:	
<p>PB4L</p>	<ul style="list-style-type: none"> - A week by week year long overview and breakdown of specific PB4L behaviours that are to be taught is to be created by the classroom teachers. This ties in with the Fruits of the Holy Spirit lessons. 	<p> PB4L lessons happened in some classes but not all. Needs a more consistent review of these next year.</p>
	<ul style="list-style-type: none"> - Management rewards: Students demonstrating expected positive behaviour are rewarded by either Principals Awards Certificates, Verbal or written praise, or a physical reward such as a book from Mrs MacKenzie. 	<p> Principal awards were handed out weekly as planned. Fruits of the Holy Spirit awards were also given out.</p>
	<ul style="list-style-type: none"> - Classroom rewards: Individual teachers have their own classroom rewards system - depending on their various classroom/student needs. Class Dojo, house points and reward charts are an example of this. Classroom teachers revisit these often. 	<p> Classroom teachers knew their students well and changed and adapted their plans to help students learn best. House points as a classroom reward will be reviewed for the following year.</p>
	<ul style="list-style-type: none"> - Student IEPs (learning & behaviour) are seen as working documents to help run diagnostics on particular classroom behaviours. 	<p> IEPs created by teachers to help certain students learn in the best environment possible, continued to prove they work</p>

<h1 style="text-align: center; color: white;">Prayer</h1>		<p>well. However, some teachers forgot to review them after behaviour had improved or changed.</p>	<ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> - M.A.R.Y. was used consistently throughout the year, both by students and staff.
				<ul style="list-style-type: none"> - Works well.
				<ul style="list-style-type: none"> - PB4L language and terminology is consistent across the school and used regularly by all staff.
				<ul style="list-style-type: none"> - A great resource to refer back to when needed.
				<ul style="list-style-type: none"> - All staff are familiar with the PB4L flowchart and follow it appropriately.
				<ul style="list-style-type: none"> - Many behaviours got recorded on EDGE, however staff on occasion questioned how recording incidents directly helped the consistent behaviour issues. Management team will review for next year.
				<ul style="list-style-type: none"> - All staff record minor and major behaviours that occur in the playground on Edge.
				<ul style="list-style-type: none"> - Every class have these on their walls.
				<ul style="list-style-type: none"> - PB4L visuals such as the Marist Cross, Matrix and School Motto are present in each classroom and around the school.
				<ul style="list-style-type: none"> - Jonathan did not complete this every term. However he understands the importance of it and will schedule appropriate times to visit classrooms.
				<ul style="list-style-type: none"> - Teachers added to prayer books when the printed prayers were easily accessible. This folder will be better accessible in 2024.
				<ul style="list-style-type: none"> - Jonathan to collate a folder with prayers broken down for each year group, in accordance with the PRIDE Challenge and RE Expectations.
				<ul style="list-style-type: none"> - All visible.

<h2 style="text-align: center;">Classroom Programme</h2>	<ul style="list-style-type: none"> - All staff present at our morning briefings are encouraged to participate in and lead daily prayer at least twice a term. 	<p> All teaching staff and teacher aids present in the morning took part.</p>
	<ul style="list-style-type: none"> - 	
	<ul style="list-style-type: none"> - School masses and liturgies will be conducted on special church dates or around the original date. <i>E.g. Palm Sunday, Good Friday, Holy Thursday, E.T.C.</i> 	<p> These are high priority at the school and every teacher and student took part.</p>
	<ul style="list-style-type: none"> - All staff meetings and formal group meetings such as PTA are to begin with prayer. 	<p> This was observed mostly. Room for improvement. DRS will find a prayer guide for the PTA.</p>
	<ul style="list-style-type: none"> - Prayer is prayed three times a day; to begin the day, before eating, and at the end of the day. 	<p> Every class did this well.</p>
	<ul style="list-style-type: none"> - Classes attempt to pray in different languages. (E.g. Sign of the cross in Te Reo Maori, etc.) 	<p> Te Reo and english was attempted mostly. We will aim for other languages relating to the students in our classes in 2024.</p>
	<ul style="list-style-type: none"> - All classes take part in the Angelus and Rosary during the church year calendar - May and October. To be done with buddy classes. 	<p> This was done when classes remembered. Achieved 80% of the time it was observed. A review on how we can consistently do this will be discussed.</p>
	<ul style="list-style-type: none"> - Through regular classroom visits, the DRS will ensure that all RE displays are current. 	<p> Visits did not happen as much as they should. Jonathan will schedule times to do this in 2024.</p>
	<ul style="list-style-type: none"> - The nationwide New Religious Education Curriculum will be introduced slowly. The curriculum will be broken up into eight staff meetings. 	<p> With ongoing PD around the new curriculum, teachers are slowly getting more confident with this resource.</p>
	<ul style="list-style-type: none"> - Students will be formally and informally assessed by the classroom teacher against the Achievement Objectives taught throughout the term. 	<p> Teachers found it difficult to consistently assess summatively, however had OTI.</p>









<h2 style="text-align: center;">Liturgical Celebrations</h2>	<ul style="list-style-type: none"> - 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. 	 This was done by some classes.
	<ul style="list-style-type: none"> - Continue affective domain evaluations that are included in Assessment. 	 Completed by some teachers.
	<ul style="list-style-type: none"> - Liturgical Year themes, Caritas units during Lent, and Social Justice Week to be taught. 	 This was done very well. Resources provided were used wisely.
	<ul style="list-style-type: none"> - 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. 	 Liturgies no, however we have celebrated learning at whole school assemblies.
	<ul style="list-style-type: none"> - 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. 	 Yes, this is a celebrated priority at St Mary's.
	<ul style="list-style-type: none"> - Artwork and prayer displays around the school reflect the liturgical celebration. 	 This very present during both Advent and Lent.
	<ul style="list-style-type: none"> - A Gospel Liturgy is to be held at the start of each week to read and reflect on the Gospel for the week. Jonathan prepares this and students lead the liturgy through a Google Meet link. 	 This was disbanded as it required a lot of time to prepare.
	<ul style="list-style-type: none"> - Family Whanau Programme Meeting to be held for Junior parents and families new to our school. 	
	<ul style="list-style-type: none"> - Communication about School and Parish Events is to be shared with the parent community well in advance. 	 Information about events and special school days can be found in the school's weekly newsletter.
	<ul style="list-style-type: none"> - All classes are to be communicated to parents (E.g. Seesaw, Dojo, Email, Newsletter, Notebook, etc) 	 This was done well in 2023.
<ul style="list-style-type: none"> - An R.E Newsletter is to go out each fortnight by e-mail and a copy is to be placed in the R.E Newsletters Folder. 	 Every fortnight edition of the newsletter contains an R.E. section that details important dates, Marist students, etc.	
<ul style="list-style-type: none"> - 		
<h2 style="text-align: center;">Parent Education and Communication</h2>		

	<ul style="list-style-type: none"> - 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. 	 This was done a lot of the time, however some smaller events were missed. Next year, we also hope to have more information and Facebook posts, post-mass or liturgy with photos; celebrating the event or day.
	<ul style="list-style-type: none"> - A leadership retreat for all Year 8's is to be held in term 1 and run by Dianne from the Hamilton Diocese. 	 Unfortunately the we did not have Dianne come in and take a leadership retreat, however, in Term 4, the Year 8's went on a retreat in Hamilton with the diocese.
	<ul style="list-style-type: none"> - The St Mary's Community Garden is to be used as a resource for our community with all food grown being donated. 	 When there was vegetables to put on the trolley, they were available.
	<ul style="list-style-type: none"> - The Community Foodbank is to be continued, however, publicity around the purpose of it and how to use it is to be maintained. 	 The community foodbank trolley was popular this year.
	<ul style="list-style-type: none"> - Class Food Bank donations of non-perishable items are to be continued with all items donated going to the Putaruru Food Bank. There is a classroom roster which indicates which class and teachers donate. 	 The foodbank basket needed emptying often, however we could do more as a staff next year to encourage it more.
	<ul style="list-style-type: none"> - 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. 	 It was great to see staff getting involved this year, and sharing their talents and time. Finding new ways to encourage students is something to remember next year.
	<ul style="list-style-type: none"> - 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. 	 It is great to see positive attitudes towards these sort of events, however more advertising and discussion for next year would be necessary to advance participation. More discussion on why we do these things as christians and bringing our school values into them... i.e. <i>Walking in the Foot Steps of Jesus</i> .
	<ul style="list-style-type: none"> - Students are encouraged to take part in service through the PRIDE programme. 	 Staff did very well with encouraging their students to get these done, however family/whanau attitudes towards PRIDE is generally negative as it can often be seen as just extra work (done at the last moment).

Service

<p style="text-align: center;">Teacher Education (Professional Development)</p>	<ul style="list-style-type: none"> - Students who have completed the Sacramental Programme will be offered opportunities to be trained as Altar Servers by Jonathan and Father Robert and be added to our Parish Roster. 	<ul style="list-style-type: none"> ● Discussions around this goal were talked about with students who want to take part in serving the mass, however we never got around to implementing this. A larger list of altar servers for 2024 will be a goal worth working towards.
	<ul style="list-style-type: none"> - The Social Justice Group and Enviro Groups are to meet every second Tuesday to tackle issues around our school/community. 	<ul style="list-style-type: none"> ● Clare Hedge and Nic Bailey have taken up the responsibility of Social Justice Group and Enviro Group this year. It has been running smoothly, with students leading the meetings and discussing issues that need addressing.
	<ul style="list-style-type: none"> - Jonathan will organise a staff retreat run by either the parish priest, Father Robert, or an available facilitator. 	<ul style="list-style-type: none"> ● Fr. RObert came to a staff meeting and ran a retreat on calmness. He also spoke about the importance of keeping calm during prayer also. To help steady our minds when things get tough.
	<ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> ● On occasion there was time to discuss such things. However, not every staffmeeting required it really. It would be good to take time to review each classrooms' R.E. plan and see how each class is getting on in 2024. R.E. teaching and keeping up to the required standards will be high priority in 2024.
	<ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> ● Jonathan did this on occasion with certain staff members who requested it. He will make a point of visiting each classroom at least once a term to make sure standards are being kept.
	<ul style="list-style-type: none"> - Teachers are to be supported in how they integrate the Key Competencies into R.E, in particular with the Fruits of the Holy Spirit. 	<ul style="list-style-type: none"> ● This has happened quite a lot this year and the staff often speak of how the Fruits need to be integrating into nearly every lesson some how.
	<ul style="list-style-type: none"> - Teachers are to be provided Professional Development opportunities and support around the introduction and implementation of the new Religious Education Curriculum. 	<ul style="list-style-type: none"> ● Teachers are encouraged each year to take on more papers and to continue their studies through the diocese education papers. Every second year, the whole staff do a paper altogether. In 2024, the staff will be taking on a paper together.

	<ul style="list-style-type: none"> - All staff are encouraged to lead a Liturgy on a specific theme for their class or others each term. - The DRS is to attend DRS Days as provided by the Diocese. - Staff are encouraged to support the Parish Sacramental Programme when opportunities arise. - 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. - The DRS is to lead at least one staff meeting per term with an R.E focus. - The notice boards and foyer displays are to be up to date and current. - Posters, displays, and resources linking to PB4L, our Marist Charism, charities, and other aspects of our special character, are to be displayed proudly in the classroom and around the school. - All staff role model being the hands, feet, face, and voice of Christ to all. - A continued review and cull of old resources in our Resources room is to be undertaken. Replace and purchase new resources if needed. - All CD's have been copied and digitally uploaded to St Mary's Google Drive so that they can be accessed by staff at school or at home. 	<ul style="list-style-type: none"> ● This was observed well. A couple staff members unfortunately forgot about certain liturgies, so they didn't happen, however the DRS (Jonathan) will encourage and help the teachers to lead atleast one each each term in 2024. ● Jonathan did not attend all of the DRS days. ● Multiple staff members enjoy helping out with the Sacramental Programme either on the final mass, or through encouraging students to take part. ● This didn't happen at all in 2023. Jonathan will look further into how he can change this for 2024. He will look into more guidance on the subject from the diocese. ● This happened once or twice. ● Staff did well keeping these up to date. ● These can be found all across the school in nearly every room or hallway. ● To the best of their abilities the staff radiate Christ's love. ● It was good to cull a lot unused resources taking up space in the resource room. Jonathan stored a lot of used resources to other parts of the school. ● A lot of resources have been uploaded.
Environment		
Resources		

<h2 style="text-align: center;">Policies</h2>	<ul style="list-style-type: none"> - Job descriptions of our Catholic Character Leaders to be clearly defined. 	<p style="text-align: center;"> This was worked on but not finished.</p>
	<ul style="list-style-type: none"> - 2023 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 style="text-align: center;"> On occasion this was observed.</p>
	<ul style="list-style-type: none"> - DRS and Staff are to review and update our school's Religious Education Policies which are on School Doc's. 	<p style="text-align: center;"> This was done to a small degree.</p>
<h2 style="text-align: center;">Sacramental Programme</h2>	<ul style="list-style-type: none"> - Actively promote the Parish Sacramental Programme in our classrooms and make connections to church teaching where possible. 	<p style="text-align: center;"> This was done well.</p>
	<ul style="list-style-type: none"> - School and members of the parish are to run the Sacramental Program starting in either May or June. Students to make their sacraments in November. 	<p style="text-align: center;"> This was a fantastic celebration.</p>
	<ul style="list-style-type: none"> - Work to ensure more collaboration is done with Bishop Edward Gaines School in Tokoroa. Such as, shared professional development, shared sports days, or shared retreats. 	<p style="text-align: center;"> BEG school joined us for Wearable Arts this year only. It would be good to see more joint school activities in 2024, despite split in the board.</p>
	<ul style="list-style-type: none"> - 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 style="text-align: center;"> R.E. Assessment is currently based off the FaithAlive assessments. However, with the change in curriculum, we will require to look into school-wide assessment more in 2024. This will be a huge priority in Religious Education next year.</p>
	<ul style="list-style-type: none"> - 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 style="text-align: center;"> This was explained in some classrooms well, but not all.</p>