

Marist Catholic School Herne Bay Annual Report 2017

Our Charism: As Marists, we think, judge, feel and act in the way of Mary

Our Graduate profile: Our graduates will have a strong relationship with God and be confident, resilient, life-long learners who are proud of their own identity and strive for excellence.

Our Mission: Quality learning opportunities, with Jesus Christ as our guide

Celebrate our special Catholic character

- 1.1 Weave the belief, traditions and teaching of the Catholic faith through all dimensions of school life.
- 1.2 Embed Marist history and charism through faith in action.
- 1.3 Maintain the strength of our school's pastoral care programme.
- 1.4 Develop sustainable practices related to the care of the environment as custodians of God's creation.

Provide quality teaching and learning opportunities

- 2.1 Give effect to the NZ Curriculum by embedding and sustaining effective teaching practices.
- 2.2 Enrich the Marist curriculum with innovative teaching and learning practice.
- 2.3 Utilise and tailor opportunities to cater for and support students and their families with different learning needs
- 2.4 Review and enhance the communication of student learning journeys, in partnership with families.
- 2.5 Effectively use National Standards across the curriculum to ensure our students are attaining or exceeding targets, and achieving personal excellence.
- 2.6 Honour our Treaty obligations and embed Tikanga and Te Reo Maori. *
- 2.7 Ensure the cultural richness of Maori, Pasifika and other ethnic groups is magnified through engagement and achievement

Nurture our positive environment

- 3.1 Continue to build and nurture positive, culturally responsive educational partnerships
- 3.2 Optimise opportunities to communicate and engage effectively with our community
- 3.3 Effectively manage our school's physical environment
- 3.4 Develop the leadership capability of our school's stakeholders. (students, staff, Board of Trustees, PTA, Parish)

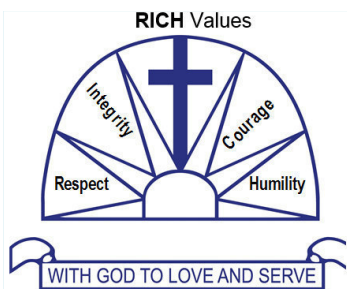
* Classes in three close geographic schools can offer immersion: Freeman's Bay, Richmond Road and Westmere School. If immersion is requested parents are advised of these options.

Orange – Term 1

Blue – Term 2

Green – Term 3

Red = Term 4



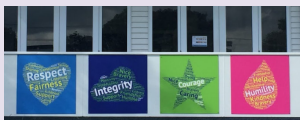
Respect, Integrity, Courage, Humility

Marist Catholic School Herne Bay Term 1 update 2017

Celebrate our special Catholic character

-1.1 Weave the belief, traditions and teaching of the Catholic faith through all dimensions of school life.

- 25.1.17 TOD Margaret Fitzpatrick RE Advisor from Catholic Diocese Akl lead staff through PD on our Maori Values (see string sheets in staff room)
- Start of year activities in classes unpacked the Maori Values and connected them to RICH values
- First visuals erected outside hall facing the field



1.2 Embed Marist history and charism through faith in action

- 25.1.17 Sr Margaret Cross lead staff through PD on Marist Charism.
- RE activities driven under Marist Charism (Lenten Mass, Reconciliation before Easter, Junior and Senior liturgies in Term 1, Washing of Feet liturgy)

1.4 Develop sustainable practices related to the care of the environment as custodians of God's creation.

- Pastoral care plan in action across term 1. Meals provided for a family for two weeks through Rebecca Hardy. Old boys school uniforms sent to Tonga through Pina Cocker. Old reading books in school sent to Samoa through Bernice Mene. Duffy Books in Homes mufti day on St Patricks Day raised \$227.70 for St Mathews in Marton. 28.2.17 RTLB trained up teachers in implementation of Friends for Life then more specific PD with Junior team = programme is being implemented in Junior school currently

1.3 Maintain the strength of our school's pastoral care programme.

- Enviro leader (Unit) to Dale Nolan. Enviro leaders established with fortnightly meetings. Lunchtime Gardening Club began with the help of Kiri Hannafan. Marmite and lettuce sandwich making day. Dale working with Ray to run the new bin system with Enviro leaders taking responsibility for managing the rubbish. Senior gifted and talented group has started developing a business model for marketing honey. Funding for compost system and work farm came in – to be purchased early Term 2.

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Marist Catholic School Herne Bay Term 2 update 2017

Celebrate our special Catholic character

-1.1 Weave the belief, traditions and teaching of the Catholic faith through all dimensions of school life.

- Second visual erected outside hall – thanks to Frank Costello
- Maori Values forming the basis of shared learning space in the hall to unite the two classes.
- 11.12.17 Sharon attended DRS Conference
- 11.5.17 Michael Mangan Concert – weaving themes/teaching of Easter through song and movement
- 24.5.17 DRS presented current Strand of RE learning to community in newsletter
- 1.6.17 staff attended cluster meeting sharing knowledge and experience of teaching effective RE lessons with teachers from other schools.
- 30.6.17 Christie at Support Staff PD day for administrators at Catholic Schools.
- Whole school acknowledgement of Holy Spirit Strand by completing the Holy Spirit flame which is on display in school library window a further representation of our faith in our environment



1.2 Embed Marist history and charism through faith in action

- 3.5.17 Beginning of Term Mass – theme our role to continue Jesus' work
- 14.6.17 Senior School Mass – theme faith in action
- 5.7.17 End of Term Mass – theme - thanks for an amazing term
- Fr Rory visiting classes on Wed mornings throughout Term 2 viewing RE lessons and interaction with PP outside of Mass/Liturgy/ ask faith questions

1.4 Develop sustainable practices related to the care of the environment as custodians of God's creation.

- 'Do the Right Thing Challenge' launched Term 2 by Enviro Leaders – school wide syndicate competition to encourage use of correct bins in the school – reported at each assembly
- Worm farm purchased and delivered
- Tracey Hazzard (RTL) conducted a session on the use of the worm farm with the enviro leaders

1.3 Maintain the strength of our school's pastoral care programme.

- \$500 raised at multicultural day for Caritas acknowledged by them and published in newsletter dated 7.6.17
- School uniform provision for one student a year as agreed by Elizabeth Michael allocated
- 19.5.17 Staff Meeting run by Margaret RE adviser from the diocese – beginning to shape up staff thought processes around the self review this year which is Pastoral Care
- SLT further shaped up direction of self review 26.5.17, 2.6.17, 9.6.17 with a view to implementation in Term 3

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Marist Catholic School Herne Bay Term 3 update 2017

Celebrate our special Catholic character

-1.1 Weave the belief, traditions and teaching of the Catholic faith through all dimensions of school life.

- From July 24 the Hub was established in the school hall. The teachers used our three Maori values to establish expectations and build connections with and between the merging classes.
- 2.8.17 St Mary College Year 12 Service Day, providing connection and leadership development and building the concept with our children that the Catholic Faith as action exists outside of our school and we can be impacted positively by that faith in action from others.
- See 1.3 for Pastoral Care internal review update

1.2 Embed Marist history and charism through faith in action

- 6.8.17 School Parish Mass
- 15.8.17 Marist Day – celebration of all things Mary – Mass followed by Mary activities and sharing for the day – PTA providing miraculous medal and sausage and juice for lunch
- Fr Rory Visit classes 9.8, 22.8, 30.8, 20.9
- 6.9.17 Senior Mass, 13.9.17 Junior Liturgy, 27.9.17 end of term Mass
- 9.9.17 Board of Trustees Retreat exploring the Marist Charism and learning about how the values of the school is alive in our school and in our board.

1.3 Maintain the strength of our school's pastoral care programme.

- 11.8.17 Mufti Day and Bake Sale raising money to support Westpac Rescue Helicopter as faith in action based on responding to the amazing treatment one of our students received from the WRH when on Kawau Island at camp. Year 5 and 6 organised and supported this initiative and we raised \$874.70
- Pastoral Care Survey conducted across community – parents – open to all – almost 40% participation - students – 100% participation – staff 100% participation
Results to be collated and shared in Term 4
- 25.8.17 Daffodil Day fundraising for cancer raised \$250

1.4 Develop sustainable practices related to the care of the environment as custodians of God's creation.

- 'The Hub Students supported by enviro lead teacher (and enviro leaders latterly) responsible for collecting recycling across the school.
- Junior inquiry into seeds and conditions for growth this term has tied into RE programme *What is God made vs man made* and how we can be custodians of Gods creations by providing the necessary elements to make plant growth occur.
- 1.9.17 Spring Day – celebration of all things spring with spring creations and sharing of these in the afternoon – visiting Mary on the way round to pray.

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Marist Catholic School Herne Bay Term 4 update 2017

Celebrate our special Catholic character

-1.1 Weave the belief, traditions and teaching of the Catholic faith through all dimensions of school life.

- 25.10.17 Beginning of Term Mass
- 27.10.17 DRS day
- 6.11.17 Marist RICH Challenges handed in
- 15.11.17 Senior School Mass
- 6.12.17 Junior Liturgy
- 15.12.17 End of Year Graduation Mass

1.2 Embed Marist history and charism through faith in action

- Fr Rory Visit classes 1.11, 8.11, 22.11,
- 6.9.17 Senior Mass, 15.11.17 Junior Liturgy, 6.12.17 end of year Graduation Mass 15.12.17
- 28.11.17 Staff Appreciation Morning Tea
- 4.12.17 Parent helpers appreciation morning tea

1.3 Maintain the strength of our school's pastoral care programme.

- Pastoral Care Internal Self Review survey of children, teachers, and parents undertaken – investigation of relationships dimension and cultural responsive dimension - results very strong - tabulated and shared with the board and included in our Bishops report to the CDA
- 28.11.17 Staff Appreciation Morning Tea
- 4.12.17 Parent helpers appreciation morning tea
- DOMs sponsoring lunch for staff and PTA in gratitude for hard work this year

1.4 Develop sustainable practices related to the care of the environment as custodians of God's creation.

- Week 1 Term 4 – Enviro Week – activities throughout the week around sustainable practices and care of God's creation
- Harvested first castings from worm farm and used on the garden
- Enviro group (The Hub) continuing to effectively collect recyclable waste around the school
- 31.10.17 Fletcher Sunde Eco warrior speaking to seniors about care for environment and beach clean (held over to next year as not enough parent helpers)

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ENVIRO Board Report 2017

Enviro at MCSHB has had a busy and challenging year. There is a real keenness from the children to be involved in Enviro activities.

Enviro Leaders

This year there were 8 Enviro Year 6 leaders appointed. However their numbers dropped to 7 at the end of Term One after one student shifted schools and cities.

At the initial Enviro meeting in Term 1 the leaders implemented an Enviro award to be given out at assembly. Any student who was seen by an Enviro leader being positive about the environment would have their name put in a box, ready for the lucky draw for a green pencil at Friday's assembly. This initiative was implemented and well received by the school.

Each Enviro leader was assigned a class which they would liaise with. This has had mixed success.

From the school newsletter

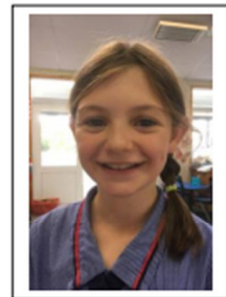
Gardening Club

by Awhi Gardner

Last Wednesday at lunch time the gardening club started. We planted sage, parsley, beetroot, broccoli, thyme, spinach, spring onion and silver beet. The Enviro leaders taught the little kids who came along how to dig a hole and plant vegetables. We also learnt to water the plants but not drown them!

Any student at Marist is welcome to join. At the gardening session we planted over 40 plants. It was very exciting to see so many students joining in. Some of the students did the watering, some did the digging, some did the planting and some used small rakes to break up some of the hard lumps of dirt.

Each Enviro leader is responsible for a class. The Enviro leaders will go round to the class and tell them about things happening in the school to do with the environment. For example we might tell them about when the next gardening session is or we might help them sort out their rubbish.



Because the Enviro leaders are involved in many other activities within the school there was difficulty sustaining Enviro leader rosters and so a team of Junior Enviro leaders was formed first in Room 4 and then in the HUB. The Junior Enviro students supported and helped the Enviro leaders with routine responsibilities which the seniors, because of classroom happenings, were often unable to do eg collecting the Admin Block's recycling and landfill each day straight after lunch, put the school rubbish bins away for the day.

Gardening

During the Christmas holidays Greg Moyle from Rotary dug our garden over and provided compost and plants for our garden. Throughout the year Greg has been very supportive and frequently delivered compost to our school and we are very grateful for all his support..

In Term One we were lucky to have the offer of 2 parents to help on Gardening Club day each week. However by the first gardening day only one parent was able to commit and unfortunately the remaining parent shortly afterwards was unable to come again.

Despite advertising in the school newsletter and personally approaching and asking parents I was unable to find a parent/parents who could commit to help with gardening.

This meant that Gardening at lunchtime happened when I was clear and able to be there but regularly it had to be postponed.



We enjoyed a successful and delicious marmite and lettuce sandwich day where the all Marist students were invited to make a healthy sandwich by picking fresh lettuce and using it to make a marmite and lettuce sandwich. This was very successful.



Weather

During the very wet weather throughout the middle two terms it was extremely difficult to garden because of the mud in the garden and the wet grass and mud around the garden boxes.

The Worm Farm

Towards the end of Term 2 our Hungry Farms were delivered. Tracey Haszard, a former ENVIRO teacher who has much knowledge and experience with these worm farms came and taught a group of children from all classes about the worms and how to operate the worm farm.



The Rotating Composter

Also at the end of term 2 we bought a rotating composter. While this will only cater for a limited amount of rubbish, it is a way of composting that children can handle and because it is sealed it will not attract rats .

Rubbish

While in general the children can talk about the different types of rubbish, ensuring correct use of the rubbish bins is ongoing. The small coloured bins have done well this year but the wheels are breaking off which is causing holes in the bottoms of them. They will need replacing next year.

Dropped squishy plastic is an ongoing concern. Not only does it degrade our school, it harms the environment.

At the end of Term 2 a list of ENVIRO tasks was shared with all staff who were invited to be involved if there was space in their classroom programme. The aim of this new organisation was to get more students involved in Enviro activities.

Ms Harimi's class undertook to garden one of the school gardening boxes. As part of Room 9F's class gardening plan they investigated and planned a repaint of the friendship chair. To raise money for the paint Room 9R harvested, made and sold tabbouleh from the crop of parsley which was in the garden.

Mrs Bartlett undertook to run the rotating composter.

Ms Heveldt and Mrs Nolan's HUB undertook the worm farming and also gardening of the second garden box. The Junior Enviro students are also from the HUB and they regularly help the ENVIRO leaders with their rubbish duties.

Celebrating Spring

On September 1st ENVIRO facilitated a MCSHB start of Spring celebration. During the day all students made some Spring creation. In the afternoon all classes and any families who could join us visited each others rooms to share in the Spring creations.



. Conservation Week

Conservation Week happened at the start of Term 4. The theme was “In Our Backyard’.

The Enviro leaders worked hard to plan and run fun, interesting events.



These events included a scavenger hunt for answers to an Enviro based crossword on around the school, a colouring in competition on the who, chalk drawing to design a rubbish bin, and an identify the native trees at Marist Catholic school.

There was a workshop using plarn where children also investigated the damage plastic is doing to the environment.

It was a successful week with a large number of students choosing to be involved.

Harvesting worm castings

In Term 4 the HUB enjoyed retrieving the first harvest of the “compos”t from the Hungry Bin. the children delighted in reflecting on how their apple cores etc were now going to help grow healthy vegetables in the school garden.



In Conclusion ,2017 has been very busy and with all the plans regarding the development at MCSHB in 2018 looks like Enviro , 2018, will be another exciting and busy year.



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Marist Catholic School Herne Bay Term 1 update 2017

Provide quality teaching and learning opportunities

2.1. Give effect to the NZ Curriculum by embedding and sustaining effective teaching practices

General

- TOD 25.1.17 – Behaviour Plan reviewed and updated - new plan put on website, in parent information booklet and on wall in all classrooms. 26.1.17 TOD investigation into current Marist Curriculum docs. Through weekly planning all chn grouped with targets highlighted. At start of year Marist RICH values and Maori Values work has set up behavior expectations. Maths Curriculum review progressing through staff meeting process. This will continue into Term 2 and be complete by mid term 2. Friends For Life staff meetings and implementation established in Junior school.

Writing

- Literacy curriculum leader appointed to Sharon – Unit attached.
- Beginning of year data examined - All target students identified, parents contacted and meetings held with teachers.
- 25.3.17 (Saturday) PD day with Yolanda Soryl undertaken – review of learning discussed at staff meeting and implementation schedule established at syndicate meetings.
- Regular meetings with COL Across School Teacher and our Within School Teacher – WST met with all staff to discuss target chn and how this impacts our theory of improvement at COL level and teachers spirals of inquiry at class level.
- COL PLD approved late term 1 – 700 hours across Col – next principal's meeting (10.5.17) to discuss the use of these hours.

Maths

- Maths curriculum leader appointed to Katherine – Unit attached.
- Beginning of year data examined - All target students identified, parents contacted and meetings held with teachers.
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- Regular meetings with COL Across School Teacher and our Within School Teacher – WST met with all staff to discuss target chn and how this impacts our theory of improvement at COL level and teachers spirals of inquiry at class level.

Appraisal

- WST met with all staff to discuss target chn and how this impacts our theory of improvement at COL level and teachers appraisal spirals of inquiry at class level.
- WST observing and modelling practice in classroom of another teacher to support teacher development.
- Gathering of evidence against PTCs through the term – first meetings with Principal early Term 2



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Marist Catholic School Herne Bay Term 2 update 2017

Provide quality teaching and learning opportunities

2.1. Give effect to the NZ Curriculum by embedding and sustaining effective teaching practices

General

- 4.5.17 MCHB Cross Country
- 26.5.17 Lewis Eady Ukulele Group perform at assembly
- 30.5.17 – Successful ERO review published
- 1.6.17 – ICS Cross Country
- 6 and 7.6.17 – Junior trip to Motat – immersion activities in inquiry process for Machines inquiry

Writing

- 7.6.17 COL Year 6 and 7 writing moderation exercise at St Pauls college – fantastic drawing together of staff across COL and engaging in what writing looks like across schools leading to discussion around shared tools and shared understanding – great first step in alignment of COL practices
- 30.5, 6.6, 13.6.17 writing Moderation staff meetings – discuss writing scripts and their asttle R scores for alignment in levelling school wide
- End of term and holidays SLT pulling books across school as verification of levelling school wide

Maths

- 15.5.17 Staff Meting further developing MCSHB curriculum document
- Comprehensive assessment of additional resources required to support maths programmes school wide – list and costings developed

Reading

- Reading Rockets self paced PD undertaken by staff and modules/learning reported back at staff meetings 2.5.17 and 6.6.17

Appraisal

- Mid Year appraisal discussion undertaken with Principal – evidence shared against the 12 practicing teachers criteria as well as discussion around data and target students and impacts of classroom programmes and extra supports for these students, and individuals ongoing spiral of inquiry (connected to targets)

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Marist Catholic School Herne Bay Term 3 update 2017

Provide quality teaching and learning opportunities

2.1. Give effect to the NZ Curriculum by embedding and sustaining effective teaching practices

General

- Staff meeting to continue development of Maths Curriculum document.
- Behaviour plan modified in light of new legislation around physical restraint.
- Continued sourcing ways of giving effect to the NZC that will embed/enhance learning:
 - 26.7 and 27.7.17 Cyber Safety talks with Year 5 and 6 conducted by Constable Jude
 - 17.8.17 ICS Ripper Rugby and Rugby Competition
 - 28 and 29.8 Senior Trip to museum
 - 31.8.17 ICS Soccer Comp
 - 15.9, 22.9, 29.9 Kiwisport PE specialist lessons Year 3 to 6

Writing

- 17.8.17 Jacqui Clayton writing PD provider and Sarah McAlpine (COL Within school teacher) visiting classes and meeting AST and LC to scope for best use of PD
- 12.9.17 Staff PD – exploring beliefs about writing – discussing statements about the teaching of writing in terms of whole staff agreement of statements vs disagreement and discussing the elements that staff were unsure of
- Small group supports in two areas with trained teachers 1. those who need a boost to get them to NS and those who have shown great progress and agility in thinking and will likely make further gains with input
- Authors visiting in book week – empowering students to be authors
- Speeches held at ST Pauls College – Luka Hughes went on to win the Inner City Speech Comp and competes in the Auckland competition on 24.9.17

Maths

- Continued staff meetings to review and refine maths curriculum over the term.
- Identification of resources required in classrooms and purchase of kit needed to support teachers in the teaching of maths – thanks to the board for approving additional to budget spend for this.
- Maths week undertaken – competitions through Mathletics, and NZ Maths on line – prizes for participants organized by our MU holder Katherine Bartlett
- Maths support groups operating weekly with trained teacher to boost students who have been on a stage for too long or those who are expected to make a shift now.

... 2.1 continued

Reading

- Daily 5 training in the Junior School – implementation in the Hub and beyond
- Resources purchased for staff to undertake teaching of reading – extra readers in the junior school where levels are light and sets of high interest readers for slower learners in the seniors as well as sets of books to extend our higher capability readers – thank you to the board for agreeing extra funding for this – thanks to Sharon our unit holder for coordinating this with Adrienne for needs in seniors
- 18-22.9.17 Book Week – huge success – three visiting authors (James Russell, Marilyn Bakker and Chris Johnson/illustrators, pyjama day, book character day – Scholastic book fair amazing! Yet to know how many books sold but it's going well!

Appraisal

- Development of school wide spiral of inquiry to best utilize the COL writing PD and report to the COL on its impact
- staff meeting re new code and standards for teachers – introduced concept of developing a staff set of competencies and expectations against the 6 new standards.

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Marist Catholic School Herne Bay Term 4 update 2017

Provide quality teaching and learning opportunities

2.1. Give effect to the NZ Curriculum by embedding and sustaining effective teaching practices

General

- Week 1 Term 4 Enviro Week – activities throughout the week related to sustainable practices
- Week 2 Term 4 Science Week – science experiments, prediction, testing, observing, concluding undertaken
- 31.10.17 Fletcher Sunde re sustainable practices presentation
- Sport additional to the classroom curriculum:
 - 17.10.17 Soccer taster day – then weekly lunchtime soccer
 - 18.10, 1.11, Y5/6 triathlon training
 - 19.10.17 Basketball/Netball prizegiving
 - 6.11, 15, 11, 20.11, 17.11 Junior Kiwisports fundamental skills sessions
 - 10.11.17 Inner City Schools Triathlon
- 7.11.17 Marist Athletics Day
- Swimming lessons – weeks 3, 4, 5, 6, 7 Fridays at the Tepid Baths
- 9.11.17 Kids for Kids Concert
- 17.11.17 Lewis Eady Lunchtime concerts
- 20.11. 21.11.17 Auckland Live Trip – the arts
- 22.11.17 Inner City Athletics

... 2.1 continued

Writing

- 17.10.17 Staff meeting Writing – further discussion re beliefs about learners in writing and exploring what good writers do in each year level
- 31.11.17 Jacqui Clayton from Cognition through the COL delivered last staff meeting for the year – unpacking what good writers do
- Target student discussions in team meetings – implementation of target tracking doc introduced by Adrienne from COL connections – what is working, share best practice
- - end of year data shows strong achievement in reading – see supporting executive summary included here

Maths

- Target student discussions in team meetings – implementation of target tracking doc introduced by Adrienne from COL connections – what is working, share best practice
- - end of year data shows strong achievement in reading – see supporting executive summary included here

Reading

- end of year data shows strong achievement in reading – see supporting executive summary included here

Appraisal

- New Education Council Professional Standards sent to schools – staff meeting to shape up Marist indicators (what we do around here) under each of the 6 new PTCs in preparation for 2018. Rewrite appraisal procedure to align with new expectations from Education Council
- Final Learning reviews undertaken with all teaching staff – including discussion of PTC evidence, spiral of inquiries and data
- Principal's external appraisal feedback to bot 12.12.17

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Literacy Report 2017

Strategic Goal 2.1

Writing continued to be a focus for Professional Development this year. Marist is part of the Community Of learning (COL) with 9 other catholic primary and secondary schools.

Along with these schools, teachers focussed on working with students to help them 'make a shift' in their achievement against National Standards in their writing. With input from the 'across schools teacher' and support from our 'within school teacher', teachers worked alongside their students focussing on improving their writing skills.

Jacqui Clayton from Evaluation Associates facilitated a couple of staff meetings on 'our beliefs in Writing' this led to robust discussions and reflections amongst staff.

Another area teachers expressed a want for more professional development was Phonological Awareness. We had a teacher only day with Yolanda Soryl. She went through a phonics programme that could help students decode words and learn to spell words phonetically. Teachers in the junior school have been implementing this programme and resources have been purchased to support the programme.

In Term 3 Rooms 4 and 5 moved into the school Hall and The Hub was set up. As part of teaching in an Innovative Learning Environment, the teachers in the Hub implemented the Daily 5 Literacy programme. With the support of RTLB Raenette Taaljad, teachers set up a framework for structuring Literacy time to develop good habits for reading and writing and working independently.

This year the teachers continued the inquiry approach to plan reading programmes and activities for their groups, involving the use of digital devices as a tool to assist student's achievement in reading.

The assessment tools used to assess students reading levels are, PM Benchmarks for the juniors, once students are reading at Level 20, Probe is used to assess students reading and comprehension levels.

Teachers used the, Exemplars and E-asttle writing indicators and rubrics to guide their moderation of students writing. Teachers worked collaboratively whilst moderating. This led to valuable learning conversations and teacher discussions that ensured that the moderation process was robust and effective. It also helped teachers plan for their students' needs and in the process informed their teaching too.

In order to help student achievement in Reading and Writing, several support programmes have been set in place. The Rainbow Reading programme works well for students that have been discontinued from Reading Recovery. Students still get the support needed for them to sustain the progress they have made. This programme has been managed by our teacher aide, Kris Maddren.

In Terms 3 and 4 several support groups were set up with a focus on raising students' achievement in Writing. After looking at students Mid-year results, Target groups were organised with specific identified goals. Enrichment Groups were also planned for those students to help them accelerate their already good progress and achievement. These groups were taught by Joanne Linklater and Sharon Menezes.

STAR tests were conducted from years 3 to 6. The students sat the tests at the start of the year and again at the end of the year. This helped teachers assess students' progress in reading and comprehension.

The Schonnel Spelling Test was also administered to students in years 3 to 6. Teachers use these results to plan their spelling programme as well as to ensure students have the right 'spelling vocabulary' for their age.

Students sat the ICAS exams for English, Writing and Spelling with some students achieving Distinctions and Credits.

Students from years 4 to 6 sat the PAT tests for Reading and Comprehension, as well as Grammar and Punctuation at the start of the year. This data helped address areas of need or focus for each student. It was an additional assessment tool that contributed to Overall Teacher Judgement in assessment in Reading and Writing.

As part of the Literacy programme, students from Years 4 to 6, chose a topic, wrote and delivered a speech. The finalist represented Marist at the Inner City Schools Speech Competition. The students' speeches were of a good standard, very interesting as well as entertaining. This helps develop students' public speaking skills and confidence to speak in front of an audience.

In term 1, Buddy Reading was conducted school wide. The seniors listened and read to their buddy in the junior school on a Friday afternoon. This gave the seniors a chance to practice their skills of reading and relating to someone younger. For the juniors it gave them a chance to read to someone and build up a rapport with a buddy.

Book Weekfor the entire week, activities around reading, writing and sharing books were planned, the week ended with the popular Character parade. Authors Marilyn Bakker and James Russell visited Marist and held sessions with the junior and senior school. Illustrator Christine Johnson shared her passion for taking photos and writing stories to go along with her pictures. She shared this passion with the junior school. This year we had Scholastics convert our library into a delightful book store. The books were on display for a week and students brought their parents along to purchase books for themselves as well as for our school library. The week was a huge success and enjoyed by all.

More readers, chapter books and big shared reading books have been purchased to top up our current collection of books. Books for Professional Development were purchased.

Recommendations:

I would like to maintain the special groups and programmes to help meet students' needs.

Keep adding to the range of readers and books for our students.

Upskilling as a staff to better our practice so that we can be the best teachers we can be for our students.

Sharon Menezes

Mathematics Board Report

Strategic Goal 2.1

2017 started with Marist Catholic School Herne Bay staff identifying that there was a need for more Mathematics resources in their classrooms to carry out a more effective Mathematics programme. As the Mathematics Lead teacher, I established a resource inventory to see what was required in each classroom. From that information I ascertained (with a stocktake) what each classroom had or was lacking and whether it could or couldn't be found within the school's shared resources. The resources identified were either materials that needed to be replenished or replaced and came to a grand total of \$4010.50.

The 2017 Mathematics Budget was set at \$1500. The Board approved an extension of the budget and provided an additional \$3000. This enabled Marist Catholic School Herne Bay to purchase all required resources plus further resources that needed to be replaced during the year i.e. calculators, compasses and protractors. The total spend for 2017 in Mathematics was \$3,794.12

This year, Mathematics professional development (PD) has relied on the Central Catholic Community of Learning (CCCoL), which is in its early stages of development. However, this has started to provide solid PD to those staff who require it. One staff member identified a need to develop her classroom Mathematics programme and planning, which was part of her teaching spiral of inquiry. The Central Catholic Community of Learning Teacher (Within School) was able to arrange the teacher to visit Good Shepherd School to observe and discuss with their staff, the current Mathematics programme in the Junior school and how they plan and assess. The teacher reported her findings back at the team meeting. This was beneficial because it provided discussion points on the differences between the schools (the use of eTap (a web-based teacher assessment and planning tool) to record data, which automatically transfers over to the school report and end of year Maths assessment occurs in Term 3) and similarities (a school Maths overview and Maths planning). Marist Catholic School Herne Bay staff look forward to more PD next year with the assistance of the CCCoL.

New Zealand Maths Week was during Week 4 of Term 3 (14-18 August) and consisted of a Mathletics TriNations Competition and daily Maths quizzes and games organised by the New Zealand Association of Mathematics Teachers (NZAMT) via the website: www.mathsweek.co.nz. Teachers also nominated students that were putting a lot of effort into Maths (during Maths Week) and attempting the Maths Week problems. The nominations went into a draw and Maths related prizes were awarded the following week at school assembly. There was an onus on the class teachers to encourage these additional Maths activities during NZ Maths Week but overall students appeared to be enthused about Maths. Marist Catholic School Herne Bay didn't appear on the top 100 schools in the TriNations but this was a huge incentive for the students to participate more in Mathletics. The NZ Maths Week website aimed at applying mathematics in a bright attractive way to all sorts of things, which are relevant to student's lives. Next year, I would like to look at incorporating more voluntary Maths Week activities during break times for those keen mathematicians at Marist Catholic School Herne Bay.

Mathletics continues to be used within the school as a tool in learning within the classroom and home. The encouragement of using Mathletics has been driven by the classroom teachers. There have been regular webinars available for teacher's PD –especially due to the new interface. However, there has been discussions of whether it is relevant to a few of the junior classes at Marist Catholic School Herne Bay due to these teachers finding it a challenge for children to work confidently with materials let alone training students to enter a login and password. Some have opted for other iPad apps instead e.g. Guppy Fish. The middle and senior school show confidence incorporating Mathletics into their classroom programme and appear to assign activities easily to suit their students' needs. I have investigated the use of e-ako maths (as an alternative to Mathletics) in my junior class as an alternative. It appears to be quite wordy and students tend to lose interest. Overall, each class has actively been using Mathletics whether it is in the classroom or part of home learning. However, the next step would be to look at some further support for the Junior school to encourage the use of Mathletics in the classroom.

This year Marist Catholic School staff continued to review and revamp the Marist Mathematics Curriculum. The Marist Staff have met three times this year (one meeting per Term 1, 2 and 3) to develop this document and is now in its first draft. This continues to be a working document because there has been discussions of another effective Maths programme (used by other schools) called Prime Maths would be beneficial to use instead of the Numeracy

Development Project (NDP), which Marist Catholic School Herne Bay currently use. This means that we need to trial Prime Maths in classes for a year to see whether it is reasonable to change from the NDP. It is currently being considered by the senior school (years 4, 5 and 6) to trial Prime Maths in 2018.

To continue the positive development of our Mathematics practice, the focus for next year will include:

- Identifying staff Mathematics PD (as required) with the assistance of the Central Catholic Community of Learning Teacher (Within School)
- Retention and maintenance of Marist Catholic School Herne Bay Mathematics resources
- Enhancing Maths Week at Marist Catholic School Herne Bay a further step to include more activities for enthusiastic Marist Catholic School Herne Bay mathematicians
- Trial another effective Mathematics Programme, Prime Maths within the Senior School
- Finalising the Marist Catholic School Herne Bay Mathematics Curriculum

Katherine Bartlett

Strategic Goal 2.1

Sports Coordinator

- Maintained a key relationship with Sport Auckland to source and provide a couple of Physical Education opportunities (Kiwisport funding) for all the students at Marist - including structured and team based sports for Year 3-6 (ultimate frisbee and rippa rugby skills) and fundamental movement skills based activities for Years 0-3 (Get Set Go)
- Organised whole school events, Athletics, Cross Country (Fun Run - raised \$7000.00 to pay for new netball/basketball posts for turf)
- The Kiwisport activities focus on participation, fun and skill development and has a broader goal of getting more children active.
- Establishment of 2 Marist Basketball teams Year 3/4 and Year 5/6 with both teams playing in the North Shore Competition
- Established 2 Basketball team Year 5 and Year 6 in a new Inner City Competition based St Paul's for Term 4.
- Extended range of students participating in Inner City Sports Competition - trialled for Cricket, Swimming, Soccer, Athletics, Cross Country, Netball, Random selection for Softball, Existing teams entered for Basketball
- Provide EOTC (Education Outside The Classroom) and RAMS (Risk Assessment Management) to Louise for approval for any sports trips
- Manage the resources (equipment and manuals) ensuring we have appropriate resources for all our age groups.
- Established, with support of Sport Auckland, Lunchtime leaders to run organised sports for Years 1-3
-

Team Leader

This year I have continued to lead the senior school team with a focus to grow our team culture to deprivatise our classrooms, to support each other and share their ideas, challenges and strengths.

Our weekly team meetings are focused on our teaching practice and our learning - discussing our target students, identifying interventions and strategies to provide engaging learning opportunities for our students. We share resources, stories and challenges. I share areas of challenge for myself and model how I seek to increase my knowledge and improve my practice to ultimately enhance student achievement. I share current thinking/trends based on research.

I set up and lead planning meetings for our long term plans and lead social studies inquiry plan using Solo Taxonomy as a planning framework.

I aim to be available and approachable for my colleagues - we discuss student achievement, students behaviour and leadership, how to communicate positively with parents, reports and generally assist when required.

As part of the Senior Lead Team, I actively contribute to our meetings and support the Deputy Principal and Principal. In their absence I am the point of contact within the school.

I have organised the annual Year 5 and 6 camp and team trips.

COL - Kahui Ako: Within School Teacher. Our current theory of learning (Spiral of Inquiry) is "To accelerate the learning of students who are below or the standard in writing and mathematics by identifying their specific needs and responding

effectively to these - with a focus on practice in a culturally responsive manner to positively affect student achievement."

This year as the Within School Teacher (WST) has been a varied one as the structure of the COL unfolds and finds its direction. The four main aspects for Marist HB has been 1) Moderation for Years 5-8 teachers - transitioning our students 2) Development of the Marist Target Student Tracking Doc 3) Writing PLD (Professional Learning and Development) 4) Provide Maths PLD for a teacher by linking with another school. The Moderation Workshops were useful in aligning understanding of using the National Standards as the core benchmark for assessing students especially going from Year 6-7.

After meeting with one of the Across School Teachers (AST) we adopted and created the Marist Target Student Tracking Doc. This centralised single document is used school wide and tracks the progress and achievement target students. We update it 2-3 times per term and it has promoted a collective responsibility so that we share and inquire into our practice as to how we are meeting the needs of our target students. We have undertaken Writing PLD through the COL where as a staff we investigated our beliefs about teaching, develop our understanding of what good writers do in order to workshop with our students and undertaken whole school moderation of writing to strengthen our assessment across the school.

One of our teachers requested support with Maths planning and assessment and visited another school in our COL for PLD.

Overall we have had access to some valuable resources that have impacted positively on teacher capability. It has raised the level of understanding and dialogue with the staff around the teaching of writing and using the Literacy Learning Progressions, National Standards and identifying next steps for learning.

Associate Teacher for a PRT (Provisionally Registered Teacher)

My role has been to support and offer guidance throughout the year in order for Lina to gain confidence as a teacher and complete her first year as a Provisionally Registered Teacher. We have regular meetings where Lina and I plan and evaluate together. Lina has taken a lead role in teaching Science and I have observed and given feedback on some of these lessons. We are in the fortunate position where we teach with each other 3-4 days per week and we are continually reflecting and making adjustments when necessary.

Support has also taken shape in the form of observations and professional learning conversations to review feedback, set new targets and try new ideas. Lina has positively participated in our team culture, sharing her practice and ideas with us. Her PRT folder and evidence that she has developed and reflected on is completed to a very high standard.

Junior Team Leader Report 2017
Strategic Goal 2.1

Another successful year as team leader for the junior team for Years 1 to 3. Leading with a collaborative approach, I have worked alongside my team to foster, develop and promote a collegial learning centred environment within the team. Through the year the team has worked well together supporting each other, sharing strengths and ideas and working to ensure our students receive a good sound education.

We meet weekly to ensure the class programmes established meet the diverse needs of our students. As a team we plan the unit of inquiry, share resources, discuss teaching practice and our learning. At meetings, the needs of our target students are addressed, reviewed and we discuss any other interventions that would benefit our students.

A segment of our team meetings is usually allocated to look at ways we can improve/enhance our teaching practice as this will eventually benefit our students. Our meetings also include recording evidence of our Minimum expectations in Reading, Writing and Maths. The sharing of ideas and the learning conversations that arise from these discussions has been worthwhile.

Writing continued to be a focus for Professional Development this year. Marist is part of the Community Of Learning (COL) with 9 other catholic primary and secondary schools.

Along with these schools, teachers focussed on working with students to help them 'make a shift' in their achievement against National Standards in their writing. With input from the 'across schools teacher' and support from our 'within school teacher', teachers worked alongside their students focussing on improving their writing skills.

Jacqui Clayton from Evaluation Associates facilitated a couple of staff meetings on 'our beliefs in Writing' this led to robust discussions and reflections amongst staff.

Another area teachers expressed a want for more professional development was Phonological Awareness. We had a teacher only day with Yolanda Soryl. She went through a phonics programme that could help students decode words and learn to spell words phonetically. Teachers in the junior school have been implementing this programme and resources have been purchased to support the programme.

In Term 3, Rooms 4 and 5 moved into the school Hall and The Hub was set up. The two teachers along with Years 2 and 3 students, worked collaboratively together and engaged in teaching and learning in an Innovative Learning Environment. With the support of RTLB Raenette Taaljad, teachers set up a class room to suit their students learning needs building collaborative learning, student agency with a focus on self-directed learning including emphasis on learners taking more responsibility for their own learning. The students have enjoyed working in an ILE and their end of year assessment results are testament to their achievement not only academically but also in their self-management and thinking skills.

Organising trips for Education Outside the Classroom for our students has been very beneficial and worthwhile. Observing our students learn from their experiences at MOTAT, the local garden centre and Auckland Live and make connections between what they have learnt in the classroom and the world beyond the classroom, has been valuable. Extracurricular activities such as Multi cultural day, Book Week and Swimming lessons have been enjoyed by the entire team.

An important part of the role is to organise visits and welcome our youngest students to Marist. Liaising with the new entrant teacher to ensure students and their families are happy, and feel a sense of belonging to the Marist family is a key task which has worked smoothly and successfully this year.

As team leader I try to be available and the 'go to' person for my colleagues. I have endeavoured to build a team that 'work and play' and have fun together.

2017 has been a busy, enjoyable and a productive year with lots of great learning opportunities for our students and some great achievements.

Sharon Menezes



Respect, Integrity, Courage, Humility

Marist Catholic School Herne Bay Term 1 update 2017

Provide quality teaching and learning opportunities

2.2. Enrich the Marist curriculum with innovative teaching and learning practice

- Rooms 9F and R established thinking groups to develop questioning skills to support independent inquiry.
- Use of SOLO taxonomy school wide for planning. Use in senior school for students to engage in learning about the depth of their thinking related to inquiry.
- Whanake Development programme underway and operating in Rooms 2 and 3 with support of RTLB.
- 4.4.17 staff meeting first module of on-line literacy PD introduced
- Newsletters 'did you know' started to build community knowledge of ILP with 12.4.17 item about differences for teachers in an ILE
- Mathletics supporting maths programme well with strong feedback on the benefits from the community. 28.4.17 – 4 staff members on an ILE PD course (Changing Spaces) held at Stonefields Primary – focus = shifting into an ILE – what changes in practice looks like – attendees to report back to staff at first staff meeting of Term 2

2.3. Utilise and tailor opportunities to cater for and support students and their families with different learning needs

- Meetings sought with all parents of target students in Week 6-9 of Term 1
- Beginning of year data gathered and analysed with targets revealed.
- Friends for Life programme being implemented in junior school
- Whanake Development Programme underway
- Ors student being catered for through MOE support and SENCO (not Sunnydene this year)

2.4. Review and enhance the communication of student learning journeys, in partnership with families

- Very positive feedback from the parent/student/child learning conversations held over 2 days in Week 9. The prep sheets that went home gave parents an opportunity to think about what they want to know and signal this prior to the meeting making the meeting time use more efficient. The extended time frame of 15 minutes also met with positive feedback. Parents reported their children's ability to talk about their learning has grown since mid year last year – this is showing the

2.5. Effectively use National Standards across the curriculum to ensure our students are attaining or exceeding targets and achieving personal excellence

- PAT / STAR/ testing where November data doesn't ring true with the way a student presents after the holiday, and beginning of the year interim OTJs used to inform initial data charts for 2017. Groups established from this data to begin instruction

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Marist Catholic School Herne Bay Term 1 update 2017

Provide quality teaching and learning opportunities

2.6. Honour our Treaty obligations and embed Tikanga and Te Reo Maori

- Lead teacher of languages appointed (Unit attached) Patsy Littlewood
- 7.2.17 PLD staff meeting with Melinda Webber from the university of Auckland – Maori success as Maori. 8 dispositions outlined used to consult with Maori families 23.2.17 (consultation notes sent out to board as part of board pack 28.3.17
- Te Reo Tutor started 13.3.17 for weekly lessons – she is also taking a powhiri training session for our Maori students to learn the protocols around powhiri – a parent has requested to join to learn more about her culture too 😊
- Sport Akl Kapahaka group will be funded by them for us for the whole year!!

2.7. Ensure the cultural richness of Maori, Pasifika and other ethnic groups is magnified through engagement and achievement

- Lead teacher for languages appointed – Patsy
- 2.6 for info re Maori cultural support) - MLA (Lanlan) has completed her 5 weeks of observation and has begun her mandarin lessons school wide as well as small group withdrawal sessions
- Pasifika consultation meeting 22.3.17 – notes in 2.5.17 board pack
- Tongan reading group established (still working on Samoan one!)
- 7.4.17 Multicultural Day a huge success with 30 cultures represented and food stalls from all classes – the school raised \$1687, \$500 of which will go to Caritas to support families in need across the globe. The rest will be utilized for classroom materials

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Marist Catholic School Herne Bay Term 2 update 2017

Provide quality teaching and learning opportunities

2.2. Enrich the Marist curriculum with innovative teaching and learning practice

- Weekly Sign language lessons operating for Year 5 and 6 interested students under tutelage of Rachel Marr Pastoral Care Worker to Catholic Deaf community and Br Joe from St Pauls' community
- Purchase of 3 portable TVs and a data projector (thanks to Frank Costello) undertaken to replace flagging IT equip in order for staff to use digital tech for innovative practice and engagement
- Chrome cast trailed in one senior class for casting chromebooks to TV
- 5 new TELA teacher laptops leased to provide staff with up to date tech to use in class practice
- Additional App purchased for iPads to enhance junior schools use of digital tech for engaging and extending learning.
- Shift of Rooms 4 and 5 into the hall – PD days allocated for observation at other schools (St Joes Takapuna and Bayfield), and support through RTLB service in preparation for the different pedagogy involved with running programmes in an innovative environment. Hall set up as innovative environ with teachers clear about their pedagogy and systems heading into the shift. PD days on use and implementation of Daily 5 and Reading Café
- Licenses for Daily 5 online resource purchased for school from reading budget
- PRT observational visits to Westmere and Bayfield in ILE practices. + Sheena Cameron PD in writing and reading

2.3. Utilise and tailor opportunities to cater for and support students and their families with different learning needs

- Meetings, informal discussions and/or comms via agreed methods for target students and other parents as needed
- IEPs for students as needed
- SEA testing of new students and subsequent parent meetings
- SENCO attending regular PD cluster meetings
- Reading recovery PD (2 sessions this term) for our RR teachers
- Open door policy of staff, readiness to discuss progress and achievement with families

2.4. Review and enhance the communication of student learning journeys, in partnership with families

- 24.5.17 DRS presented current Strand of RE learning to community in newsletter
- Next round of reporting to be undertaken at the beginning of Term 3 – delay due to build and shifting T3 hall use items into the end of T2 – this has been communicated to community in newsletters across the term.

2.5. Effectively use National Standards across the curriculum to ensure our students are attaining or exceeding targets and achieving personal excellence

- Mid year data collection and analysis of mid year progress by class and cohort. Re-targeting process undertaken as a result
- Further use of small group supports based on mid year analysis of NS info heading into T3 utilizing MOE FTTEs

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Marist Catholic School Herne Bay Term 2 update 2017

Provide quality teaching and learning opportunities

2.6. Honour our Treaty obligations and embed Tikanga and Te Reo Maori

- Sport Akl Kapahaka group will be funded by them for us for the whole year!!
- Weekly Te Reo lessons for each class as well as continued powhiri training

2.7. Ensure the cultural richness of Maori, Pasifika and other ethnic groups is magnified through engagement and achievement

MLA (Mandarin Learning Assistant in school two days a week teaching whole class and small group Mandarin lessons – calligraphy specialist visit for small groups June 2017

MLT (lead teacher for mandarin – Patsy) PD day with Confucius Institute

23.5.17 Pasifika family meeting in prep for Samoan Language week

29.5.17 Samoan Language Week

Samoan prayer leaders who lead prayer in Samoan with the whole school on Monday and then in each class through the week (organised and practiced by a year 6 student).

The children practiced greetings, counting and simple phrases in classes as well as learnt Samoan songs.

Samoan arts and crafts were on display in the library and the children enjoyed visits from Samoan family members who shared stories and song with different classes.

We developed the thread/theme of the coconut throughout the week = the classes watched the Samoan legend Sina and the Eel, we had Vika Fasavalu present regarding the different uses of the whole coconut tree and demonstrate scraping and making coconut cream and then the children each had a coconut bun on the Friday.

St Paul's Year 7 and 8 Samoan Group accompanied by 4 senior leaders performed for us. Some of our students had a go at drumming and we all got to join in and dance along too. Our connection with St Pauls is valued; Mrs Raechelle Tuala is a great contact

On Friday the teachers had a Samoan lunch to enjoy.

With thanks to our Samoan families especially Vika Fasavalu, Suzie Smith, Duane Stanley and Bernice Mene

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Marist Catholic School Herne Bay Term 3 update 2017

Provide quality teaching and learning opportunities

2.2. Enrich the Marist curriculum with innovative teaching and learning practice

- Huge emphasis on innovative pedagogy in the Hub – within the first week the children were operating effectively in the three zones (bee hive, digi zone and library zone) and the teachers were beginning to pull students from these zones for differentiated, tailored work – a huge credit to the teachers and the way the students have taken to the innovative practice in the Hub. This will set them up well for moving into the new build and provide our other staff with a fantastic model of innovative practice alongside the already operating 9R and 9F
- Year 5/6 Bone Density Study with Massey University
- Life Ed visit

2.3. Utilise and tailor opportunities to cater for and support students and their families with different learning needs

- IEPs/ meetings with RTLB and families with students identified
- Regular communication as established with families of identified students
- Writing/language and small group maths groups targeting students in need of support – families communicated with by note from SENCO to inform them of inclusion in these groups. Liaise between classroom teacher and support group teacher continuous to ensure extra support is enhancing the classroom programmes.

2.4. Review and enhance the communication of student learning journeys, in partnership with families

- 28.7.17 Reports went home
- 1.8 and 3.8.17 Student led conferences – great feedback from parents across both days as to the clarity of reporting and the increased ability of the children to talk about their learning compared to the same time last year and the year before.
- Pastoral Care survey contains a question of parents about the clarity of reporting – this will be shared once analysis is undertaken.

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Marist Catholic School Herne Bay Term 3 update 2017

Provide quality teaching and learning opportunities

2.5. Effectively use National Standards across the curriculum to ensure our students are attaining or exceeding targets and achieving personal excellence

- 28.7.17 Reports went home
- 1.8 and 3.8.17 Student led conferences – great feedback from parents across both days as to the clarity of reporting and the increased ability of the children to talk about their learning compared to the same time last year and the year before.
- Pastoral Care survey contains a question of parents about the clarity of reporting – this will be shared once analysis is undertaken.

2.6. Honour our Treaty obligations and embed Tikanga and Te Reo Maori

- Continuation of Kapa Haka group – they performed on Maori Language week – evident shift in confidence and expansion of repertoire since last term
- Continued weekly Te Reo tutoring – Maire Sands is great with the children and is developing their te reo skills well
- Maori Language week activities in class sharing pepeha learning from te reo tutor, prayer and class instruction in Te Reo, kanekane shared at assembly

2.7. Ensure the cultural richness of Maori, Pasifika and other ethnic groups is magnified through engagement and achievement

31.7 – 4.8.17 Cook Island Language Week – first time we have honored this as a school. We asked families to bring along artifacts/ crafts to share, shared prayer in Cook Island Maori with students who have Cook Island heritage learning and sharing prayer. Cook Island display in foyer.

4-8.8.17 Tongan Language Week – great display in the foyer thanks to Clara Cocker Lemalie. Tongan students lead prayer throughout the week with classes as well as leading Monday morning and Friday morning assembly.

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Marist Catholic School Herne Bay Term 4 update 2017

Provide quality teaching and learning opportunities

2.2. Enrich the Marist curriculum with innovative teaching and learning practice

- The Hub continuing to operate in the Hall due to the building and delays until the end of the year – Innovative practice/pedagogy working very well for students and teachers (the notion of two teachers teaching 50 children is firmly embedded in students and teacher's minds. The practices in terms of set up and planning will be invaluable as we set up in the new build next year.
- Three staff meetings facilitated by the RTLB entitled 'the big shift' - PD focused on Universal Design for Learning and how this impacts innovative environment set ups and the pedagogy sitting beneath – shaping up classes for the shift into the new block 2018.

2.3. Utilise and tailor opportunities to cater for and support students and their families with different learning needs

- Closing IEPs for students working with outside agencies
- Parent meetings ongoing as needed between teachers and families of target students
- End of year reporting providing summative information to families related to progress of students.

2.4. Review and enhance the communication of student learning journeys, in partnership with families

- End of year summative reports
- Families of students who would not make end of year NS and who had not been in this position before communicated with prior to reports.

2.5. Effectively use National Standards across the curriculum to ensure our students are attaining or exceeding targets and achieving personal excellence

- NS results executive summary included in this document – results indicate that we perform strongly when compared to national data, COL data, and local Waitemata schools data.
- Election of Labour Government has meant that National Standards is off the table for 2018 – this will be part of the reporting consultation/review at the start of the year next year.

2.6. Honour our Treaty obligations and embed Tikanga and Te Reo Maori

- Continuation of Kapa Haka group supported by Sport Auckland – performing at the end of year concert – evident shift in confidence and expansion of repertoire since the start of the year
- Continued weekly Te Reo tutoring – Maire Sands is great with the children and is developing their ti reo skills well – Lion Foundation grant assisted in payment of this initiative.

2.7. Ensure the cultural richness of Maori, Pasifika and other ethnic groups is magnified through engagement and achievement

Pastoral care survey indicate that teachers, students and families feel the cultural richness of the ethnic groups in the school is strong and is being maintained. (see Strategic Goal 1 for details)

ICT – Innovation Board Report 2017

Strategic Goal 2.2

During 2017 we have continued to build on the use of ICT in the classroom throughout Marist Catholic School, Herne Bay (MCSHB). Each Junior classroom is equipped with iPads which are integrated into all learning areas throughout the school day. In particular, the children in the Hub have been using iPads and other ICT tools in not only Maths, Reading and Writing but also R.E. lessons and Inquiry lessons. Each Senior classroom has a bank of Chromebooks which they share with one other class. The children use these to do work in all of the curriculum areas too and are able to present their learning using a variety of programmes.

Throughout the year I have worked closely with our New ERA ICT technician, Shane, who comes in every Thursday afternoon to help with any ICT problems we may have. Ensuring that I liaise with her every week about what we need has meant that any concerns are dealt with quickly and efficiently.

During the year we leased new teacher laptops through TELA for five teachers. This was very beneficial as teachers got new laptops that were much more efficient for their work and the older laptops that the teachers had been using that were owned by the school could be used in the classrooms were desktops needed to be replaced. Also throughout the year a number of iPad app were purchased. The apps covered all learning areas and have been utilised within the Junior school classrooms

We continued to build on our use of Google Drive for planning that we began last year and this year the teachers have been using Google Drive and Google Docs etc within this for their planning, this was extremely beneficial especially In the Hub and Room 9F and 9R where the teachers were planning and teaching collaboratively. This has been good practise for next year where all of the teachers will be teaching collaboratively.

Kate Heveldt

Special Education Needs Coordinator's Report 2017
Strategic Goal 2.3

All students' needs are special and in most instances are able to be met within the school's regular programmes.

However, there are some students who have needs that are not readily met by these programmes.

Marist recognises that there are children who require special assistance to meet their educational and social needs. We are committed to providing an inclusive environment where all students needs will be assisted within the resources and time available.

Our goal is to ensure that every learner's needs and strengths are identified and documented through quality assessment information.

The role of being the Special Needs Education Coordinator this year has involved:

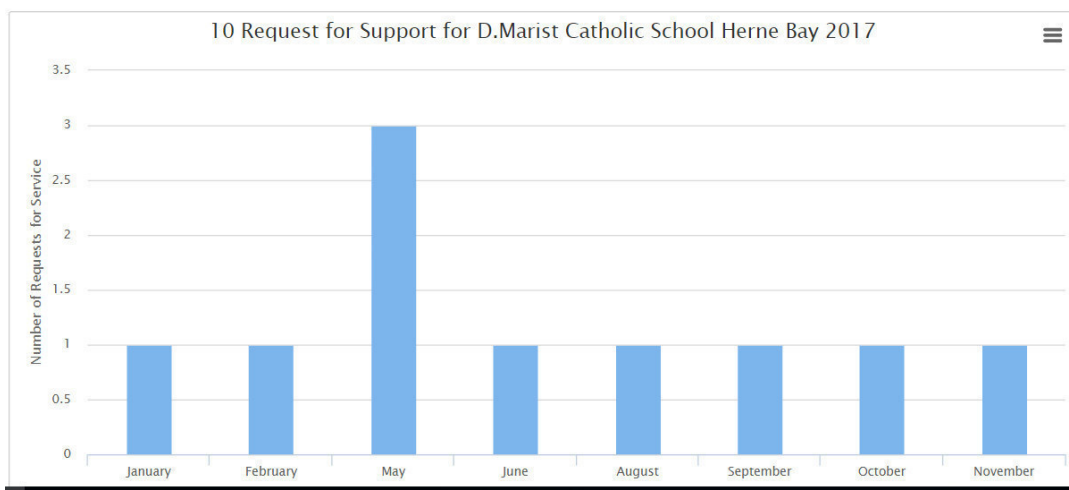
- Data collated at enrolment, if offered, to initially identify students who have special needs.
- Teachers' concerns and students' needs that are passed on to the Special Needs Coordinator. This is entered on to a Special Needs register.
- Referrals made to Special Ed agencies for support with identified needs. Liaising with RTLB and other agencies
- Consultation between the SENCO and the teacher concerning the progress and achievement of the student, including ongoing monitoring.
- IEPs set up for special needs students.
- Organising and coordinating special needs requirements for students who need support.
- Ensuring students are tested before referrals are made.
- Support programmes delivered to cater for the identified needs in the school
- Liaising regularly with parents/whanau.
- Ongoing monitoring of programmes and students' progress.
- Liaising with Teacher aides – updating timetables, monitoring progress, evaluating effectiveness of the programme to ensure maximum benefit for students involved.
- Development of profile sheets detailing all students receiving support.
- Reviewing the Teacher aide programmes at the beginning of each term to include new students who require special support.
- Monitoring Tutor Reading Programme to assist the reading development of children on the programme.
- Providing learning support for ESOL students
- Supporting teachers and considering the best option to assist the learning and behaviour needs of individual students.
- Ensuring documentation is appropriately filled and up to date- correspondence, referrals and timetables.

In order to assist students who need additional support, referrals are made to specialist like the Resource Teacher of Learning and Behaviour (RTLB) service, Resource Teacher of Literacy (RtLit) and Speech and Language therapist (SLT) for intervention.

This year, the support received from the RTLB service has been really good. There have been quick responses to referrals, the specialist teachers have worked alongside the classroom teacher and SENCo to design an action plan and set goals for our students that need the extra support. The intervention received has been valuable.

The Resource Teacher of Literacy worked with 2 of our Year 4 students this year to support them with their reading and writing. Both students made progress particularly in their Reading whilst on the programme.

Referrals were put in for 10 students across the school this year. All these students' applications were successful. A referral to support 2 teachers set up an ILE in our School hall was successful. The support the teachers received was valuable and supported setting up a vibrant and effective teaching and learning environment.



Meetings were organised for parents for the students who were referred, along with the class teacher, RTLB and SENCo to discuss an intervention plan that could best suit the student's learning or behaviour needs. The RTLB liaised with the class teachers and SENCo to ensure the support and programmes put in place were effective. Students have made shifts in their learning and received added support in class. With the funding received for some students, we have been able to fund teacher aides Kris Maddren and Clara Cocker Lemalie for additional in class support for these students.

Special Needs Programmes

This year, the following reading support groups were implemented to help some students improve their reading and writing skills.

Reading Recovery

Reading Recovery at Marist is funded by the Ministry and the school. Students are selected on the basis of their Six Year Observation Survey results. Those six-year-old students that need extra help with their reading and writing are selected and work towards improving and reaching their age cohort. Each student is taught daily for 30 minutes and works on using varied strategies to help improve their Reading and Writing. Four students work with Joanne Linklater and one student with Sharon Menezes every day.

Rainbow Reading

The Rainbow Reading Programme is designed to present students with a variety of topics, authors, styles and illustrations to make reading interesting while reading and comprehension skills are improved. Books are levelled and students listen and read texts in small groups.

Students who are on this programme are:

- Students who have been successfully discontinued from Reading Recovery work with Kris Maddren for 30 minutes x2 a week.
- A group of Year 3 & 4 students who have ESOL funding. These students work with Kris x 2 weekly with a focus on improving their comprehension skills.

STEPS

This programme is designed to develop instant visual recognition, sight vocabulary and fluency in Reading. Students work on this computer based programme and results have shown that students' word recognition and vocabulary have improved considerably. Selected students are withdrawn from class and with the support of Clara have been working on this programme.

Teachers have students working on this programme during their Literacy time as part of their reading tumble.

In Class Teacher aide support

This year we were fortunate to be able to timetable teacher aides, Clara Cocker Lemalie and Kris Maddren to help in classes either during Literacy or Maths time. This gave teachers more time to focus on their 'target' students giving them added support, while the teacher aides helped around the class, particularly during reading and writing sessions.

Additional Learning Support Groups

In Terms 3 and 4 several support groups were set up with a focus on raising students' achievement in Writing. After looking at students Mid-year results, Target groups were organised with specific identified goals. Enrichment Groups were also planned for those students who were achieving and making good progress. The purpose for these groups was to help them accelerate their already good progress and achievement. These groups were taught by Joanne Linklater and Sharon Menezes.

Student support in Maths was also organised. Mrs. Phoebe Cunningham Tyler worked with groups of students, consolidating their knowledge as well as supporting students to progress from one stage to the next.

Special Needs Student

Kristen Petersen has been employed as a teacher aide to help a Year 6 high needs student. Specialist agencies visit, monitor and work with the class teacher and teacher aide to ensure that this student achieves the goals set out for her in her IEP.

Emma Fowkes, the Special Education Advisor at the MOE has been visiting our High needs student, to support Kristen and the SENCo plan out activities for the student.

In consultation with parents, class teachers, specialist services e.g. RTLB (where applicable) and SENCO, IEPs are outlined and reviewed to ensure students with identified needs have goals and support in place to ensure progress is being achieved and students wellbeing is nurtured.

As part of the SENCo role, Sharon Menezes, coordinates, monitors, timetables, implements programmes to support learners with identified needs and attends cluster meetings for SENCos.

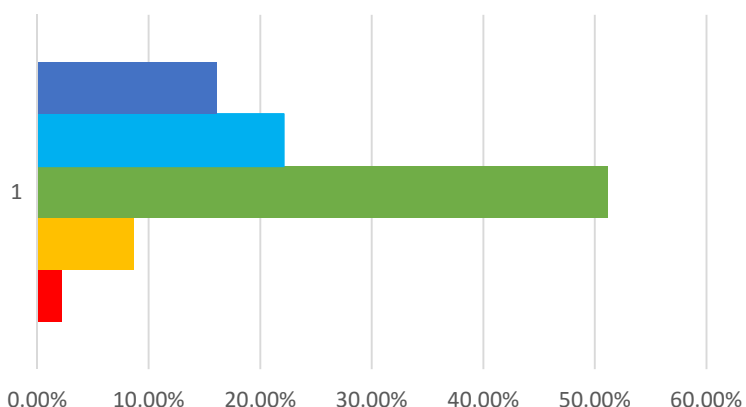
The budget set aside for Special Needs was spent on resources and materials needed.

These programmes have helped in improving student achievement and I strongly recommend that on going funding and support is available for teacher aide support and the valuable special needs programmes taking place at Marist.

Sharon Menezes
SENCo

Summary of Whole School Anniversary Achievement 2017 – strategic goal 2.4, 2.5

Maths Achievement (whole school) 2017

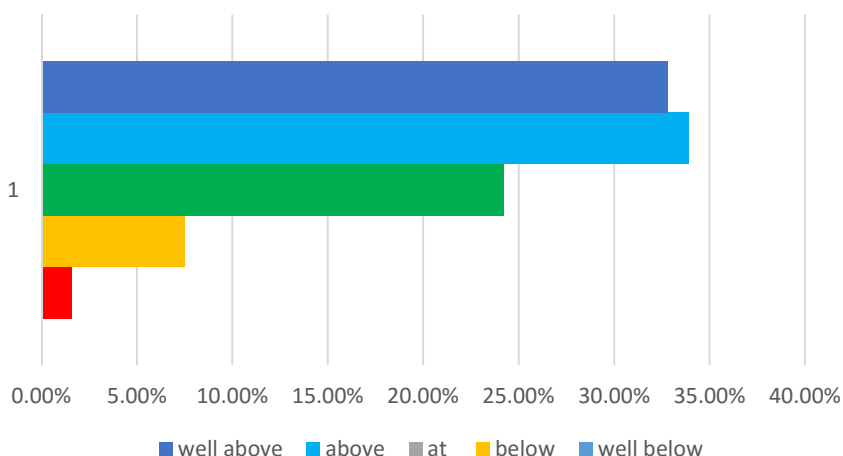


Across the school, 89.2% of our students met or exceeded their National Standard in Maths at the time of their official measurement. (2016 this figure was 91.8%)

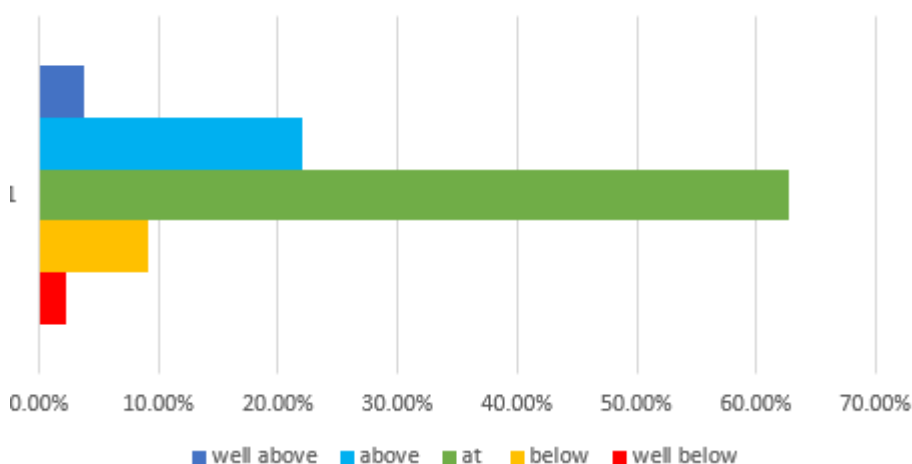
There are more boys than girls achieving well above the national standard across the school and more girls than boys working under the national standard.

Across the school, 90.9% of our students met or exceeded their National Standard in Reading at the time of their official measurement. (2016 this figure was 88.5%) The percentage of students below is reflective of the national trend after 12 months as school where reaching standard (Level 12) in reading is challenging for some students – this is often remedied by 24 months and definitely by 36 months, as our data and national data shows. (see year level breakdowns)

Reading Achievement (Whole School) 2017



Writing Achievement (Whole School) 2017



Across the school, 90% of our students met or exceeded their National Standard in Writing at the time of their official measurement. (2016 this figure was 89% but with more working 'at' and less in 'above' and 'well above')

(seniors = end of year, Juniors 12, 24, 36 month anniversary since starting school). A large proportion of our students are working 'at' compared to Reading and Maths. This follows our Achievement Challenge in line with our Community of Learning which is focused on shifting writing, particularly Pasifika boys – our data follows this achievement challenge

Below each curriculum area is broken down from whole school data into Ministry Of Education Target Groups of Maori and Pasifika. You will also see our results compared to National Results - 2014/2015 published data, our Community of Learning 2014/2015 data (made up of the 11 primary and intermediate departments in our COL), and schools in the Waitemata Area (16

schools in all, including Bayfield, Freemans Bay, Grey Lynn, Kadimah, Newmarket Primary, Newton Central, Parnell District School, Richmond Rd, St Joesphs Grey Lynn, Westmere Primary)

You will note we perform strongly in comparison to National data, to our fellow COL schools and other Waitemata area schools across all three curriculum areas. A pleasing result.

Whole School **Mathematics** Achievement Data - at the time of their anniversary

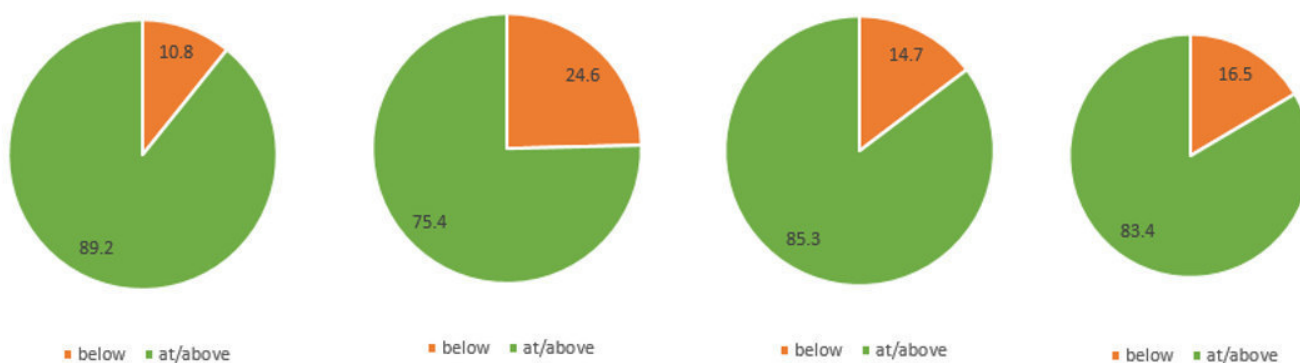
	Well Below		Below		At		Above		Well above	
Anniversary Boys	2/96	2.1%	6/96	6.3%	36/96	37.5%	29/96	30.2%	23/96	24%
Anniversary Girls	2/90	2.2%	10/90	11.1%	59/90	65.6%	11/90	12.2%	7/90	7.8%
Anniversary Total	4/186	2.2%	16/186	8.6%	95/186	51.1%	41/186	22.1%	30/186	16.1%

Across the school, 89.2% of our students met or exceeded their National Standard in Maths at the time of their official measurement.

There are more boys than girls achieving above and well above the national standard across the school – see our board target information for breakdown and shift from last year.

How do we stack up compared to Mathematics national data (2016), our Community of Learning and other local schools?

Whole School NS Maths Data 2016 National Maths Data Waitemata NS Maths Data COL NS Maths Data



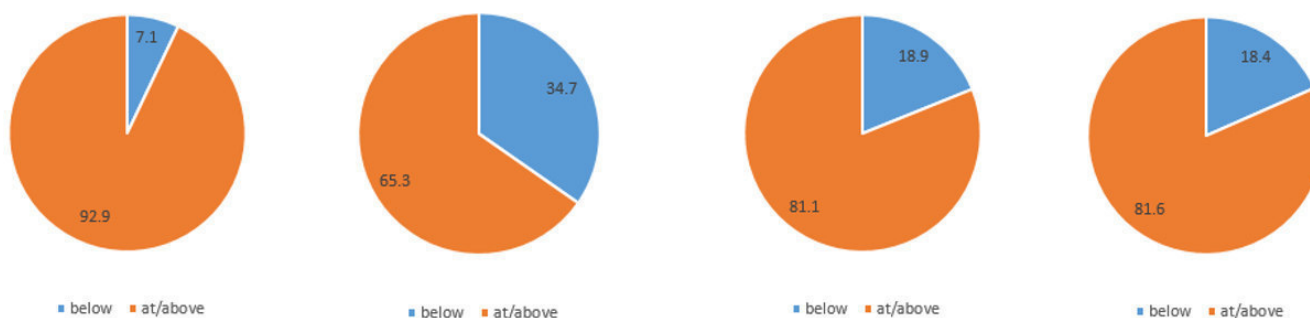
Maori Cohort Maths Achievement Data - at the time of their anniversary

	Well Below		Below		At		Above		Well above	
Anniversary Boys	0/7	0%	0/7	0%	3/7	42.9%	3/7	42.9%	1/7	14.3%
Anniversary Girls	0/7	0%	1/7	14.3%	2/7	28.6%	4/7	57.1%	0/7	0%
Anniversary Total	0/14	0%	1/14	7.1%	5/14	35.8%	7/14	50%	1/14	7.1%

At the time of their anniversary 92.9% of our Maori Cohort were operating at or in excess of their National Standard.

How does our Maori Cohort stack up compared to national data, our Community of Learning and other local schools?

MCSHB Maori NS Maths Data 2016 National Maori Maths Data Waitemata NS Maori Maths Data COL NS Maori Maths Data



Pasifika Cohort Maths Achievement Data - at the time of their anniversary

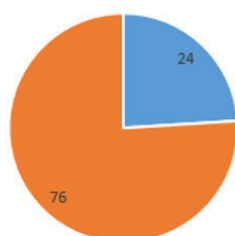
	Well Below		Below		At		Above		Well above	
Anniversary Boys	1/28	3.6%	4/28	14.3%	13/28	46.4%	7/28	25%	3/28	10.7%
Anniversary Girls	2/26	7.7%	6/26	23.1%	13/26	50%	1/26	3.8%	4/26	15.4%
Anniversary Total	3/54	5.5%	10/54	18.5%	26/54	48.2%	8/54	14.8%	7/54	13%

At the time of their anniversary 76% of our Pasifika Cohort were operating at or in excess of their National Standard in maths. Well Below – 3 children are operating below – one has ORS funding (top 3% of need in the country) and 1 has an identified need, has small group support and RTLB support. The other student has also received small group support and RTLB input. They will continue to be targets heading into 2018

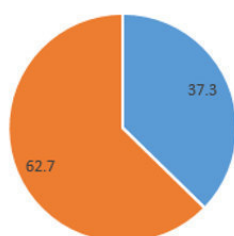
Below – 10 children were below at the time of their anniversary – two junior students had anniversaries in the first half of the year and by the time the next assessment round was undertaken had reached NS (between 3 and 5 months later) all are targets

How does our Pasifika Cohort stack up compared to national data, our Community of Learning and other local schools?

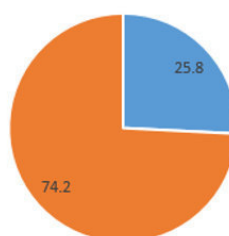
MCSHB Pasifika NS Maths Data 2016 National Pasifika Maths Data Waitemata NS Pasifika Maths Data COL NS Pasifika Maths Data



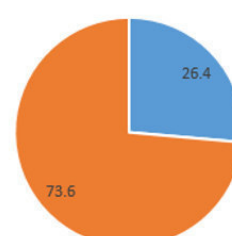
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Whole School Progress Rate – comparing Anniversary 2016 to Anniversary 2017

Total		%						
Anniversary 2016	21/77 5/68	17.9%	Wab				1	2
	27.3% 7.4%						2	19
	24/77 12/68	24.8%	Ab			3	4	16
	31.2% 17.6%						8	5
	25/77 39/68	44.2%	At		2	22	35	3
Anniversary 2017	32.5% 57.4%							2
	5/77 10/68	10.3%	B		3	5	2	5
	6.5% 14.7%							
	2/77 2/68	2.8%	Wb	2	1	1		
	2.7% 2.9%							
Anniversary				WB	B	At	Ab	Wab
				2/77	3/77	27/77	21/77	24/77
				2.7%	3.9%	35.1%	27.3%	31.2%
				1/68	8/68	45/68	12/68	2/68
				1.4%	11.8%	66.2%	17.6%	2.9%
Total								
2015		percent		2.1%	7.6%	49.7%	22.8%	17.9%

This data is clean – it is stripped of all children who arrived and left between the two data periods.

87.6% of our students continued or bettered their rate of progress from 2016 to 2017 (boys in blue, girls in purple) with 77.9% (those in the pink bands) of our students shifting at the same rate as the National Standard shifted from 2016 to 2017, and 9.7% (those in the green bands) of our students making a greater shift than the standard National Standard shift.

12.4% (those in the orange bands) of our students continued to work within the same National Standard band from one measurement period to the next. There were more girls (purple figures) in this group than boys school wide.

What does all of the above this tell us about our focus for 2018?

- Continue to focus on programmes and targeting students in maths particularly for our Pasifika learners who are disproportionately represented in 'below' NS compared to our whole school data and work on ensuring progress rates are maintained.
- Students in the Year 5 cohort were challenged to shift their thinking to early curriculum level 3 (Early stage 6) so these students will be a target. There are 4 students who have been at their respective stages for the expected 2 years and are targets or shift early next year. There are three students who have been at their stage since December of last year which is acceptable and these will be monitored to ensure they shift before the end of 2018
- Seek PD in Maths through the COL from Term 2 to support staff across the school to meet the needs of their maths students

Whole School **Reading** Achievement Data - at the time of their anniversary

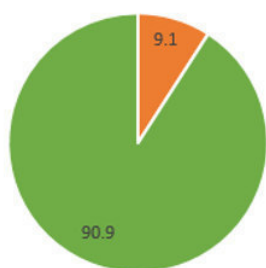
	Well Below		Below		At		Above		Well above	
Anniversary Boys	1/96	1.1%	8/96	8.3%	19/96	19.8%	35/96	36.5%	33/96	34.4%
Anniversary Girls	2/90	2.2%	6/90	6.7%	26/90	28.9%	28/90	31.1%	28/90	31.1%
Anniversary Total	3/186	1.6%	14/186	7.5%	45/186	24.2%	63/186	33.9%	61/186	32.8%

Across the school, 90.9% of our students met or exceeded their National Standard in Reading at the time of their official measurement.

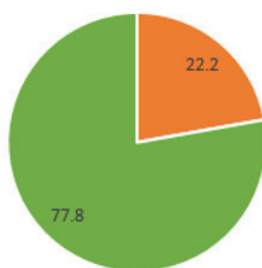
The percentage of students below is reflective of the national trend after 12 months as school where reaching standard (Level 12) in reading is challenging for some students – this is often remedied by 24 months and definitely by 36 months, as our data and national data shows. (see year level breakdowns)

How do we stack up compared to national data, our Community of Learning and other local schools?

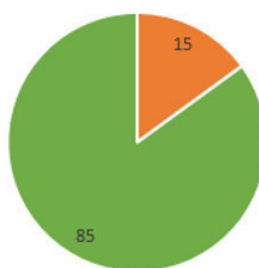
Whole School NS Reading Data 2016 National Reading Data Waitemata NS Reading Data COL NS Reading Data



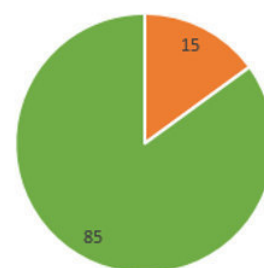
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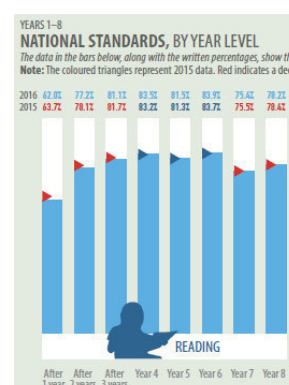


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Maori Cohort Reading Achievement Data - at the time of their anniversary

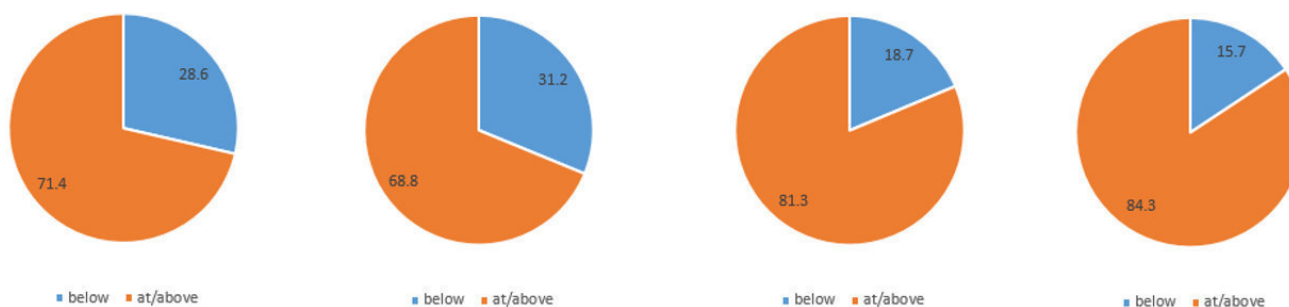
	Well Below		Below		At		Above		Well above	
Anniversary Boys	0/7	0%	3/7	42.9%	0/7	0%	1/7	14.3%	3/7	42.9%
Anniversary Girls	0/7	0%	1/7	14.3%	3/7	42.9%	3/7	42.9%	0/7	0%
Anniversary Total	0/14	0%	4/14	28.6%	3/14	21.4%	4/14	28.6%	3/14	21.4%

At the time of their anniversary 71.4% of our Maori Cohort were operating at or in excess of their National Standard in reading. The four students who were operating below were 12 month anniversary students who were between 3 and 6 reading levels below at the time of their anniversary. Two have since entered Reading Recovery and have met their 12 month anniversary. It is expected that they will follow the pattern we see with our 12 month anniversary students and reach or exceed NS by mid 2018.



How does our Maori Cohort stack up compared to national data, our Community of Learning and other local schools?

MCSHB Maori NS Reading Data 2016 National Maori Reading Data Waitemata NS Maori Reading Data COL NS Maori Reading Data



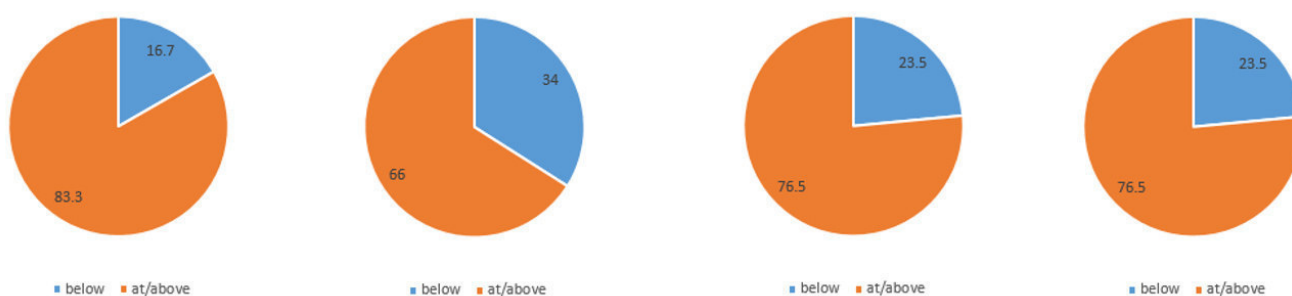
Pasifika Cohort Reading Achievement Data - at the time of their anniversary

	Well Below		Below		At		Above		Well above	
Anniversary Boys	0/28	0%	4/28	14.3%	8/28	28.6%	10/28	35.7%	6/28	21.4%
Anniversary Girls	2/26	7.7%	3/26	11.5%	5/26	19.2%	10/26	38.5%	6/26	23.1%
Anniversary Total	2/54	3.7%	7/54	13%	13/54	24.1%	20/54	37%	12/54	22.2%

At the time of their anniversary 83.3% of our Pasifika Cohort were operating at or in excess of their National Standard in maths. Well Below – 2 children were operating well below – one ORS funding (top 3% of need in the country) and one who has had extensive support through RTLit and RTLb as well as small group support. This child will continue to be a target into 2018. Below – 7 children were below at the time of their anniversary. Three in the senior school, all with specialist support through Rtlb and Rtlit. 4 in the junior school, two of whom had anniversaries in the first half of the year and progressed to at or in excess of their NS by their next assessment time. The other two are 12 month anniversary in December children who fit the pattern of challenge reaching L12 after 12 months.

How does our Pasifika Cohort stack up compared to national data, our Community of Learning and other local schools?

MCSHB Pasifika NS Reading Data 2016 National Pasifika Reading Data Waitemata NS Pasifika Reading Data COL NS Pasifika Reading Data



Whole School Progress Rate – comparing Anniversary 2016 to Anniversary 2017

Total			%									
Anniversary 2016	34/77	28/68	42.8%	Wab					12	10	22	18
	44.2%	41.2%										
	27/77	23/68	34.5%	Ab				18	6	4	17	5
	35.1%	33.8%										
	13/77	14/68	18.6%	At		7	5	6	6		3	
	16.9%	20.6%										
	3/77	1/68	2.8%	B		2	1	1				
	3.9%	1.4%										
	0/77	2/68	1.4%	Wb		2						
	0%	2.9%										
Anniversary					WB	B	At	Ab	Wab			
					0/77	9/77	25/77	16/77	27/77			
					0%	11.7%	32.4%	20.8%	35.1%			
					2/68	6/68	12/68	30/68	18/68			
					2.9%	8.8%	17.6%	44.1%	26.5%			
Total												
2015				percent	1.4%	10.3%	25.5%	31.7%	31.1%			

This data is clean – it is stripped of all children who arrived and left between the two data periods.

93.8% of our students continued or bettered their rate of progress from 2016 to 2017 with 53.8% of our students shifting at the same rate as the National Standard shifted from 2016 to 2017, and 40% of our students making a greater shift than the standard National Standard shift.

6.2% of our students continued to work within the same National Standard band from one measurement period to the next.

What does this tell us about our focus for 2018?

- Continue with our strong reading programmes into 2018
- Continue to monitor those 12 month anniversary students who don't get to Level 12 as they head to their 24 month anniversary to ensure that they follow the established pattern of accelerated progress between these two standards.

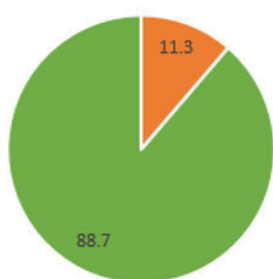
Whole School **Writing Achievement** Data - at the time of their anniversary

	Well Below		Below		At		Above		Well above	
Anniversary Boys	2/96	2.1%	10/96	10.4%	61/96	63.5%	22/96	22.9%	1/96	1.1%
Anniversary Girls	2/90	2.2%	7/90	7.8%	56/90	62.2%	19/90	21.1%	6/90	6.7%
Anniversary Total	4/186	2.2%	17/186	9.1%	117/186	62.8%	41/186	22.1%	7/186	3.8%

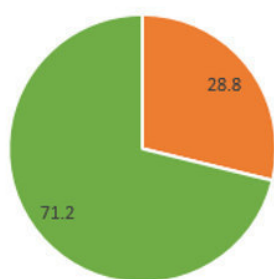
Across the school, 88.7% of our students met or exceeded their National Standard in Writing at the time of their official measurement.

How do we stack up compared to national data, our Community of Learning and other local schools?

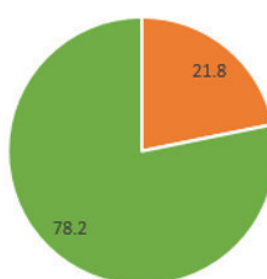
Whole School NS Writing Data 2016 National Writing Data Waitemata NS Writing Data COL NS Writing Data



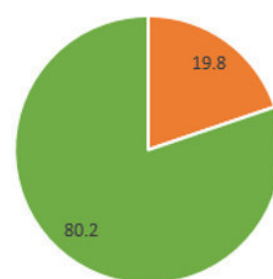
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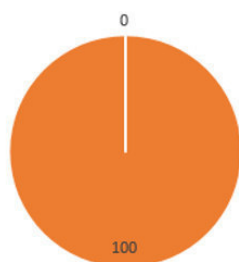
Maori Cohort Writing Achievement Data - at the time of their anniversary

	Well Below		Below		At		Above		Well above	
Anniversary Boys	0/7	0%	0/7	0%	6/7	85.7%	0/7	0%	1/7	14.3%
Anniversary Girls	0/7	0%	0/7	0%	6/7	85.7%	1/7	14.3%	0/7	0%
Anniversary Total	0/14	0%	0/14	0%	12/14	85.7%	1/14	7.1%	0/14	0%

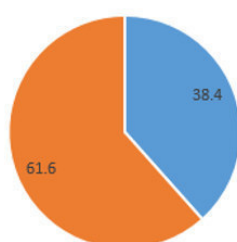
At the time of their anniversary 100% of our Maori Cohort were operating at or in excess of their National Standard in writing.

How does our Maori Cohort stack up compared to national data, our Community of Learning and other local schools?

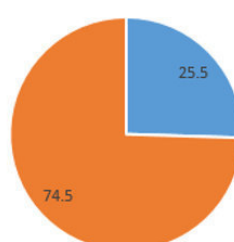
MCSHB Maori NS Writing Data 2016 National Maori Writing Data Waitemata NS Maori Writing Data COL NS Maori Writing Data



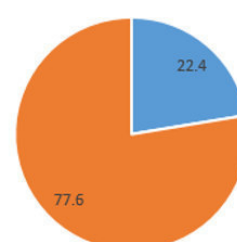
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Pasifika Cohort Writing Achievement Data - at the time of their anniversary

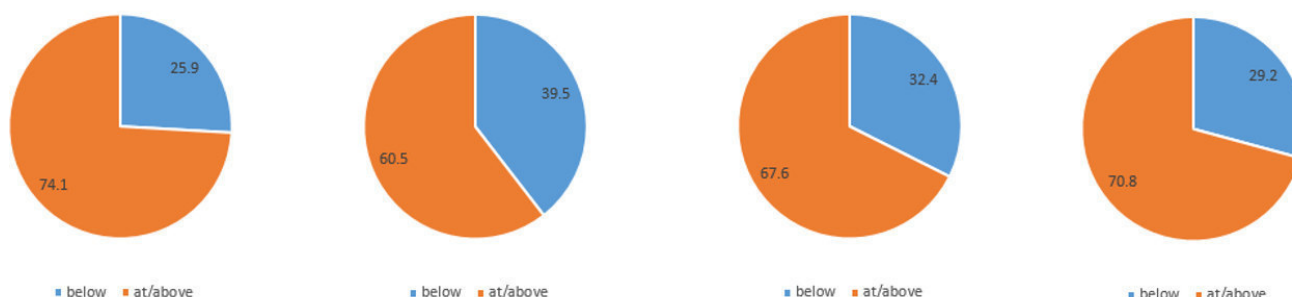
	Well Below		Below		At		Above		Well above	
Anniversary Boys	2/28	7.1%	7/28	25%	16/28	57.2%	3/28	10.7%	0/28	0%
Anniversary Girls	2/26	7.7%	3/26	11.5%	12/26	46.2%	6/26	23.1%	3/26	11.5%
Anniversary Total	4/54	7.4%	10/54	18.5%	28/54	51.8%	9/54	16.7%	3/54	5.6%

At the time of their anniversary 74.1% of our Pasifika Cohort were operating at or in excess of their National Standard in writing. Well Below – 4 children were operating below – one has ORS funding (top 3% of need in the country). The other three have had RTLB and/or RTLit support throughout the year with small group support on top of their usual programme. Two have made between one and two sublevel shifts but are still operating well below.

Below – 10 children were below at the time of their anniversary. All have made between one and two sublevel shifts this year which is pleasing but still places them below. All have had small group support this year. One has an identified learning need and has had RTLB support. 2 had an anniversary in the first half of the year and by the next assessment period had reached standard.

How does our Pasifika Cohort stack up compared to national data, our Community of Learning and other local schools?

MCSHB Pasifika NS Writing Data 2016 National Pasifika Writing Data Waitemata NS Pasifika Writing Data COL NS Pasifika Writing Data



Whole School Progress Rate – comparing Anniversary 2016 to Anniversary 2017

Total			%							
Anniversary 2016	0/77 0%	4/68 5.9%	2.8%	Wab					4	
	16/77 20.8%	11/68 16.2%	18.6%	Ab			5	3	11	7
	51/77 66.2%	44/68 64.7%	65.5%	At		2	2	45	35	4
	9/77 11.7%	8/68 11.8%	11.7%	B		8	4	1	4	
	1/77 1.3%	1/68 1.5%	1.4%	Wb	1	1				
Anniversary				WB	B	At	Ab	Wab		
				1/77 1.3%	10/77 13%	51/77 66.2%	15/77 19.5%	0/77 0%		
				1/68 1.5%	6/68 8.8%	42/68 61.8%	18/68 26.5%	1/68 1.5%		
Total										
2015 percent				1.4%	11%	64.1%	22.8%	.7%		

This data is clean – it is stripped of all children who arrived and left between the two data periods.

88.3% of our students continued or bettered their rate of progress from 2016 to 2017 with 77.2% of our students shifting at the same rate as the National Standard shifted from 2016 to 2017, and 11% of our students making a greater shift than the standard National Standard shift.

11.7% of our students continued to work within the same National Standard band from one measurement period to the next.

What does all of the above this tell us about our focus for 2018?

- Continue to focus on targeting students in writing particularly for our Pasifika boy learners who are disproportionately represented in 'below' NS
- This is the same achievement challenge faced across our Community of Learning, we will continue with our writing PD in Term 1 to conclude the support we have received in the second half of this year.

Unit Holders Report for Patsy Littlewood - MLA

Strategic Goal 2.6, 2.7

I had the pleasure of being designated the responsibility of this role in February, 2017. I agreed as this is a 'pastoral care' position.

I would like now to share with you all how delightful and rewarding this experience has been!

I think Marist has been so very fortunate to have Lanlan, our Mandarin teacher, who has offered such vibrancy, creative talent, superbly planned and most effectively differentiated instruction, throughout the various Year groups of our school. Lanlan has been an exceptional addition to our academic, language and creative programmes. She has always been most supportive of her students and has coped with the many disruptions to her schedule, with a positive and caring attitude.

I have had the responsibility of organising Lanlan's timetable – which at times has been 'flexible' but she has always delivered – with a smile!

She is adored by ALL students and most respected by the Marist teaching staff. I cannot speak more highly of her.

Lanlan has offered well-planned Mandarin and Chinese cultural lessons throughout the variety of Year levels and has also provided extension sessions to those who 'signed up' for her additional Mandarin Language groups.

When religious or sport commitments have interrupted her teaching schedule, Lanlan has always accommodated and quickly adapted to timetable changes.

She has been a most valued addition to our teaching staff and a most outstanding teacher at Marist. Lanlan will be most dearly missed -by us all!

Although we look forward to next year, when we will have a new Mandarin teacher from China – she/he will have an enormous 'shoes/boots to fill!'

Another responsibility in my role has been to establish a relationship and timetable for our Te Reo teacher/s. Despite initial difficulties around attendance and turnover of Te Reo teachers initially assigned to Marist in the first half of 2017, we now have Whae Marie, who has proven to be a great asset to our Te Reo learning and a great asset to the school. Whae Marie has also coped with timetable changes and adapted her programme to cater for the diversity of her learners.

Of special mention is Whae Marie's contribution to our Marist Day. She taught a waiata throughout the various year groups and led them in church for our celebration- which was widely received by parents, staff and students alike.

Maire will now 'make-up' on another day if she is absent which has helped with consistency of delivery of the programme rather than missing days. (This doesn't always work for classroom programmes – but we have been flexible to accommodate, as she is a really committed and passionate teacher)

Whae Maire has committed to a student performance at our annual Marist concert, which is greatly appreciated.

I have greatly enjoyed the responsibility of languages lead and should the position be available for 2018, I would be most keen to pursue.

With kind regards
Patsy Littlewood



Respect, Integrity, Courage, Humility

Marist Catholic School Herne Bay Term 1 update 2017

Nurture our positive environment

3.1. Continue to build and nurture positive, culturally responsive educational partnerships (beyond whanau/school)

Beginning of the year school parish mass at Vermont St was well attended – followed by beginning of the year picnic which was a fantastic opportunity for parents and staff to come together.

14.2.17 meet the teacher evening was well attended by parents who fed back re relevance of content shared at teams

Parish priest visiting with some regularity

Col Meetings attended – LC taking on data support for COL

Maori and Pasifika consolation meetings in Term 1.

BOT Drinks with staff post ERO

WST regular meetings with ACT shaping up our theory of improvements directly linked to the COL achievement challenge

Weekly meeting with MOE ORS support person and regular meetings with OT and Psyc for high need student

MLA established, Te Reo Tutor established

6.4.17 Ponsonby Montessori Kindy visit

6.4.17 visiting principals from Australia visited with lecturers from Auckland Uni's Centre for educational leadership to view student centered leadership in action.

Marketing team established - several meetings across term 1 – report to board in March's meeting.

Ponsonby news ran article about our sod turn with the new build site in their March issue.

6.4.17 ECE visit to the school – Ponsonby Montessori – the whole kindy came (40 +students) first of more to come.

3.2. Optimise opportunities to communicate (and engage) effectively with our community

- - Week ahead emails going out Monday every week (two mid week emails this term too!)
- Did you know section of newsletter populated each fortnight (15.2. Term 1 overview of learning, 1.3. why teach Mandarin 15.3. Composite Classes revisited 29.3. Disabled parking, 12.4. intro to ILEs)
- Meet the teacher evening and parent/teacher/child learning conversations highly attended with lots of positive feedback as to content and delivery
- Maori and Pasifika consultation evenings held in Term 1

3.3. Effectively manage our school's physical environment

- Identified trees removed
- Blown asphalt behind Rm 9 repaired
- Frayed rope bridge on playground replaced.
- Week 9 Property consultation across parent/teacher/student conferences a huge success – info fed back to Boffa who are now pricing items for us
- External paint of admin block and interior paint of hall completed
- Updated comms sent out with invoices for clearer understanding
- Regular updates on new build in each newsletter
- 3.4.17 first of values visuals up outside hall



Respect, Integrity, Courage, Humility

Marist Catholic School Herne Bay Term 1 update 2017

Nurture our positive environment

3.4. Develop the leadership capability of our school's stakeholders (students, staff, BOT, PTA, Parish)

- Identified trees removed
- Blown asphalt behind Rm 9 repaired
- Frayed rope bridge on playground replaced.
- Week 9 Property consultation across parent/teacher/student conferences a huge success – info fed back to Boffa who are now pricing items for us
- External paint of admin block and interior paint of hall completed
- Updated comms sent out with invoices for clearer understanding
- Regular updates on new build in each newsletter
- 3.4.17 first of values visuals up outside hall

Respect, Integrity, Courage, Humility



Respect, Integrity, Courage, Humility

Marist Catholic School Herne Bay Term 2 update 2017

Nurture our positive environment

3.1. Continue to build and nurture positive, culturally responsive educational partnerships (beyond whanau/school)

Samoan Language week (see above)

- Nurturing of staff at busy time of the year with reporting and testing by the provision of extra release days (two per full time staff members, pro rata for part timers)
- Beer and pizza for staff prior to art night in last week of term in acknowledgement of their hard work over a busy time
- Continued meetings with marketing committee and regular updates at board meetings
- Website design begun
- Brand guidelines to come
- Offers of assistance with images and brochure lay out from parents

3.2. Optimise opportunities to communicate (and engage) effectively with our community

- Week Ahead and Fortnightly newsletters sent out on time and with full information celebrating school events and informing community of school happenings
- 30.5.17 ERO Report published
- 7.6.17 newsletter sharing ERO findings
- 1.6.17 BOT newsletter

3.3. Effectively manage our school's physical environment

- Regular updates on new build in each newsletter continued as well as shifting classes – offer of parent meeting taken up by no parents as level of comms were satisfactory
- Removal of tree blown down in storm, and subsequently revealed dead neighbouring tree
- Health and Safety audit undertaken for both junior and senior playground
- Torn sunshade over junior playground removed for repair
- Matting to reduce slip hazard outside boys and girls toilets
- Work progressing for agreement at CDA and MOE levels for turfing the quad and seeking shade solution ideas for this area
- Quotes through for different 10ypp identified jobs
- 1.6.17 Electrical testing safety certificate granted post whole school inspection
- 19.6.17 Council hard rubbish collection – staff spent time in staff meetings leading up to this culling many of the old resources in the resource room as well as clearing old and unwanted/broken furniture from site.
- Purchase of resources for our New Entrant class
- Room 6 moved back out to usual classroom position next to Rm 7 to make way for the New Entrant class which is opening in Rm 1 at the start of Term 3.
- Room 4 and 5 moved into hall and classrooms stripped of school property (data projectors, wifi, speakers, blinds) ready for it to be taken into the new build site 19.7.17 ready to be removed 5.8.17 – great assistance from parents in school community



Respect, Integrity, Courage, Humility

Marist Catholic School Herne Bay Term 2 update 2017

Nurture our positive environment

3.4. Develop the leadership capability of our school's stakeholders (students, staff, BOT, PTA, Parish)

9.5.17 Lunchtime Leaders training for House Captains through sport Akl specialist leadership training session

Kapahaka training (building confidence and leadership in students) extended from one term through the whole year

Huge success in Zones Swimming – MCSHB coming 4th and Luca JR breaking several records.

9.6.17 PTA Disco – successfully run community event raising \$1000 more this year compared to last year

Team of Mums (Jessica Broadbent and Anna Fullerton Smith upgrading system in book room

21.6.17 Celebration of birthday of Venerable Suzanne Aubert – joint parish initiative – heart decorating competition – Year 6 – winning heart (Leda Whiting) sent to Srs of Compassion alongside others from schools/parishes for Mass celebrated by Cardinal John

23.6.17 DOMs (Dads of Marist) community engagement initiative thanks to Guy McWillaims – around 35 Dads present

26-29.6.17 Year 5/6 Camp – Camp Bentzon Kawau Island – incredible leadership and confidence training experiences

5.7.17 Art Night – successfully supported by the PTA and parents providing food to sell – fantastic community event – netting \$1000 donation from Hills Flooring and carpets for hall as temp classrooms.

Respect, Integrity, Courage, Humility



Respect, Integrity, Courage, Humility

Marist Catholic School Herne Bay Term 3 update 2017

Nurture our positive environment

3.1. Continue to build and nurture positive, culturally responsive educational partnerships (beyond whanau/school)

- Te Reo Maori Week, Cook Island Maori Week and Tongan Language week celebrated in Term 3
- Connect with local Mitre 10 – class visits and donation of seeds
- Connect with BNZ through their closed for good initiative to conduct financial literacy lessons in our community
- 15.8.17 Strategic plan review and pizza night with the Board
- 8.9.17 Promises Night – PTA – staff went along to support this as did Board.
- Continued sharing of parish Sunday Mass content in newsletters
- Brand guidelines almost complete – crest in high res thanks to Paul Bartlett

3.2. Optimise opportunities to communicate (and engage) effectively with our community

- Open afternoon in the Hub so parents can come along and take a look
- Student led conferences in second week of the term
- Open initiation to families to connect/participate during the language weeks celebrated and book week.

3.3. Effectively manage our school's physical environment

- Development of the Hub and utilization of the hall while unable to use the old classrooms and waiting for the new classrooms – move was seamless and staff worked endlessly over the holidays to prepare – the success of this shift is down to the dedication of the team involved.
- Managed our end of the instructions around the shifting of Rooms 4 and 5 in Week 2.
- Junior and senior playground inspections undertaken – remedial work done on junior playground conformation of no requirement to bark under senior playground
- Engaged company to develop plan for draining the field
- Got tiger turf approval from CDA and MOE – booked for summer holidays

3.4. Develop the leadership capability of our school's stakeholders (students, staff, BOT, PTA, Parish)

Year 6 students attended leadership day at Ponsonby Intermediate

Year 5/6 Bake sale and mufti day to raise money for Westpac Rescue Helicopter.



Respect, Integrity, Courage, Humility

Marist Catholic School Herne Bay Term 4 update 2017

Nurture our positive environment

3.1. Continue to build and nurture positive, culturally responsive educational partnerships (beyond whanau/school)

- Continued sharing of parish Sunday Mass content in newsletters
- Brand guidelines complete ready for revamp of website Term 1 2018.

3.3. Effectively manage our school's physical environment

- New Build completed
- Organised working bee with families to help shift furniture into the new classroom spaces – furniture successfully shifted
- New classroom furniture delivered in time for teachers to set themselves up over the break time for 2018
- Recruitment for new caretaker successful with appointment to begin 2018

3.2. Optimise opportunities to communicate (and engage) effectively with our community

- Week aheads emails continue
- Additional information re ILEs/ progress of new build etc in the 'did you know' section of the newsletter
- PTA auction item Principal for the day undertaken 4.12.17

3.4. Develop the leadership capability of our school's stakeholders (students, staff, BOT, PTA, Parish)

3.11.17 COL within school teacher leadership training

Continued leadership opportunities for Year 6's included running a leadership retreat for Year 5's where expectations and experiences shared and set up for the Year 5's heading into 2018 – a great initiative set up by Adrienne which was very successful.

New PTA elected heading into 2018.

New DRS appointed heading into 2018.

Strategic Goal 1.3, 3.1 3.2, 3.4

It's been another busy year for the PTA, with many fundraisers and social events organized. This year has seen us with a focus of fundraising and working with the Board towards raising money for the new turf which will replace the concrete on the Quad in front of our new Classroom block. Our other focus was Classroom resources where we raised enough money for new Digital Equipment, that being two data projectors and two Classroom TV's.

Here is a quick recap of all the events and fundraising the PTA organised:

To start the year the PTA organised a class monitor for each class in the school. The class monitors helped the PTA and the teachers communicate with the rest of the school.

In February we held a picnic following the Beginning of Year Mass. The PTA provided sausages in bread and juice for families and with the weather on our side it was a lovely afternoon.

The focus on the children began with Frozen Fridays. This was very popular with the children after school particularly on the hot afternoons. We ran this for the whole of term one.

In March we organised the Easter Raffle, which were three hampers full of Easter goodies and toys, donated by the school community.

At the beginning of term one we organised a second hand uniform sale.

In May, we helped out with the Adidas Fundraiser which was tied into the School Cross country. We also helped with the distribution of the prizes and this has culminated in new basketball and netball hoops for the soon to be newly turfed quad area.

On a Friday evening in June the PTA organised the annual school disco in the school hall. This is the highlight of the year for many of the kids, and also helped raised funds for the school. Hotdogs, pizza, baking and ice-blocks were available for sale as well as the popular glowstick stand. This year we also sold Beer and Wine in a separate "Adults Only" area up in the Main School Block. This was appreciated by many parents wanting to escape some noise and created a social atmosphere for parents to meet and catch up. This was a fun event and the DJ was greatly enjoyed by children and adults alike.

In July the PTA helped out with the annual Art Night, firstly with the helping of mounting art and then providing food and drinks which, were sold to raise money. Families brought in home made curries, Chop Suey and Chilli Mince with Nacho's to sell. We were very lucky with the weather, and the clear night helped make it an enjoyable evening.

In August we organised a sausage sizzle on Marist Day for the children's lunch. We also purchased a miraculous Mary medal to be given to each child as a memento of the day.

In September the PTA organised the Parent Social Get together and Main fundraiser for the year which was an Hawaiian themed Promises Fundraiser Evening. It was held at the West End Tennis Club which was turned into a Hawaiian Beach. We had over 70 Promise Items donated by Marist families and our local community which could be bid on. This night was a great success both financially and from a social view and was really enjoyed by many School parents, new and old. All the Marist families enjoyed the socializing and dancing to the DJ, eating and drinking together and the photo booth really brought our school community together and made for a lot of laughs.

In September we also helped at the Scholastic book stall on book day, where families could buy books for themselves and/or donate them to the school library, or make a donation which could be used to buy books. The

generosity shown meant that many new books were donated to the school library, which will be a fantastic resource and enjoyed by the kids.

In November, the PTA and Soho Wine will send home a Wine Promotion where with every bottle of wine brought, Soho donate a % to the PTA for those who wish to purchase wine pre-Christmas.

In terms 1 & 4 we organised a Staff Appreciation lunch, where one parent from each class brings in a plate for the teachers and staff for their morning tea and lunch. This has been really appreciated!

We also organised drinks and nibbles at Parent Information Evenings throughout the year and Marist MOM's drinks at a local bar.

The PTA organised the Calendar Art through Abacus this year and strong sales of Calendars, Diarys, Notepads and Mousepads has meant this has been very profitable for us.

Looking towards the end of the year we will also be organising a Christmas raffle in December, and the videoing of the school concert. Both of these will be used to raise funds.

The PTA provided traffic duty to ensure the safety of the children while they leave school. This year we enlisted the help of the Class monitors to share the load of the job. Each class had one week per term to supervise the end of day traffic. This worked very successfully and also gave the wider school community an appreciation of the job and the importance of keeping the children safe.

Obviously, to achieve so much this year has involved a lot of people and we are incredibly lucky to have such a wonderful group of parents who are committed, talented and extremely generous with their time. This year we have some key and long serving parents leaving the PTA executive team and I would like to thank them for all they have done for the School.

In particular, I would like to thank :

- Tim, for being our extremely capable and efficient treasurer. Thank you for all the time and huge amount of effort you have put into this role. You have streamlined a lot of processes in the two years you have been in this job and made everything easy. You always have the numbers at hand and can calculate at incredible speed. Thank you so much for your service to PTA
- Jo, for always producing all the posters and flyers in such an efficient way. Thank you for all your hard work on the PTA in many ways small and large, and for your help with the main fundraiser this year. You have been a big asset to the exec team and school and all you do is so appreciated. You have dedicated a huge amount of your personal time over the years to the school and the PTA and for that we are truly grateful.
- Rachel, for sending out all our emails and communications this year and helping out with all the events. Your organisational skills are second to none and you put in a huge amount of time and effort into all the events. Thank you for everything you have done this year, your amazingly positive attitude and for all your support to me. Thank you for all your time, help and energy that you put into the Promises Night too. You give up so much of your free time and have always made everything look so easy, we have been so lucky to have you.
- Kath, for being such a fabulous Assistant Treasurer. Always ready with the floats for all the occasions and thank you for organising all the Calendar Art this year, you have done a superb job.
- Rebecca, thank you for performing the Pastoral Care role with compassion to ensure we maintain the special character of the school, Thank you for your organisation of the teachers lunches, Marist Day and meals and baking for families who have needed them this year and all the other behind the scene help you provided. You made it look effortless, and we are very grateful.

I would also like to specially thank Maria Trogolo, Meg Dunbar, Ton vander Ver, Marty shanahan, Thane Kirby, Carla Rotondo for all their work and contributions for the "Hawaaian Promise Nights"

Thank you to Rachael Carter and Soho Wine for their generous support of our School events and running the Wine Promotion. We are so lucky to have your support.

Thank you to the class monitors this year, Jo, Felicity, Lisa, Carla, Meg, Ash, Sophia, Bridget, Anna, and Ali who have sent out many communications from the PTA and teachers, and been an important link between the PTA executive team and the wider school community.

Thank you to our most wonderful Principal , Louise, for being such an amazing support to the PTA. All our suggestions and ideas are always met with great enthusiasm and your encouragement and support has made our job very easy. I think we are so blessed and lucky to have you here at Marist and the time and commitment you put into the school and our children is second to none. You have made my job as Chairperson both easy and enjoyable, and it has been a privilege to be able to support you and your staff with the resources and help you have needed.

Thank you to all the parents who have helped out the PTA this year in so many different ways, large and small, it has been really appreciated, and has helped us to provide a wonderful experience at Marist for the children.

Lastly, this is my last year on the PTA after holding Chairman and Pastoral Care roles over the past 5 years. I have loved being part of such a great team of supportive parents over the years. I will look back on these years with great memories of fun times, new friendships, smiling children's faces and thankful that I was able to help out this wonderful school called Marist. I wish the new incoming team all the best and know that you have our support and any help if you need it.

Thank you



MOE and BOT Targets 2017 Summary – analysis of variance

Our Mission: Quality learning opportunities, with Jesus Christ as our guide

Our Charism: As Marists, we think, judge, feel and act in the way of Mary

Our Graduate profile: Our graduates will have a strong relationship with God and be confident, resilient, life-long learners who are proud of their own identity and strive for excellence.

Writing Progress Target

2017 Annual Goal

Of the 7 students identified as progress targets, 2 have left the school. 5 are Year 4 2016 students moving into Year 5 in 2017 (4 boys and 1 girl) who were working 'above' NS in 2015 and when measured in 2016 had not made the two sublevel progress needed to keep them working above NS. These students will make at between one and two sublevels progress in writing in 2017.

Mid Year Update

All 5 students have made between 1 and 2 sublevel shifts since the beginning of the year which is pleasing to note.

2 boys have shifted 1 sublevel since January placing them at 2A which is still 1 sublevel below their end of year NS anniversary. It is expected that they will progress the further sublevel to place them 'at' in December

2 boys and 1 girl have made 2 sublevels shift since the end of last year, placing them 'at' Year 5 National Standard already. It is expected that there is the potential for them to remain at this level consolidating their knowledge and skill, however we will be aiming to see whether we can continue to accelerate their progress (without missing key understandings)

Strategies (what will we do?)

Re-assessing students early in the year to get a clear picture and understanding of each student's capabilities and needs.

Moderating of student's writing as a school team to ensure validity, reliability and consistency across the school.

Identify anomalies, patterns and trends in assessment from February.

Community of Schools achievement challenge focus – PD and collaboration to shift Pasifika writers

Professional development around the National Standards and the 'triangulation' of information which will increase the dependability of the overall teacher judgments.

Student progress to be discussed at fortnightly teacher inquiry meetings reflecting on and reviewing own classroom practice and how to accelerate achievement in writing.

Review school writing implementation plan and minimum expectations document to align with appraisal system to provide a clear picture of teaching and learning in writing at our school.

Specific feedback, support and modelling for classroom teachers where needed.

Professional development/observation and feedback of practice in writing - from COL across and within school teacher, as well as PD with Yolanda Soryl Saturday 25th March 2017.

Access support Supplementary Learning Support (SLS) and Resource Teachers of Learning and Behaviour (RTLb) for students who have very significant learning needs

Sound communication with parents and whānau around the sharing of classroom learning programmes, data and achievement so they have an enhanced understanding of their child's learning and performance.

Effective analysis of end of year data to inform progress and planning for the following year.

End of Year Results

All 5 students shifted 2 sublevels since the beginning of the year which is a pleasing result. Students are expected to work through a curriculum level consisting of three sublevels across a two year period.

All 5 moved one sublevel in 2016 and two sublevels in 2017 meaning that they have progressed through the curriculum level at the expected rate.

All are operating at Early Curriculum Level 3 (3B) in their writing which is 'at' the Year 5 National Standard.

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Writing Achievement Target

2017 Annual Goal

COL combined achievement challenge - By the end of 2018 we aim to achieve 90% to At or Above the standard, which means we will move 73 boys and 81 Pasifika students from Below the standard to At or Above the standard.

For MCSHB this means we will work on shifting 14% (**8 Pasifika students**) from below to 'at' over the **next two years**. This will take our school into the 90% achievement bracket

Mid Year Update

Of 18 students identified as achievement targets at the end of 2016, 10 have made 1 and 2 have made 2 sublevel shifts already this year

1 student already has sifted into 'at' and is no longer considered a target, but will continue to be monitored.

7 students are operating 1 sublevel below their end of year anniversary and are expected to reach NS with continued targeting 5 of these are Pasifika,

1 is one sublevel below their July Anniversary (made an amazing shift of 2 sublevels in the first half of the year but still placed one below. This is a Pasifika student

5 students are operating 2 sublevels below NS. With continued targeted action and extra support it is expected they will shift at least 1 if not the 2 sublevels needed by the end of the year. 4 of these students are Pasifika

4 students are 3 (1 ORS funded even more) sublevels away from their NS – all have identified learning needs and are receiving intensive support. These students will not reach NS. 3 are Pasifika

End of Year Results

Of 18 students identified as achievement targets at the end of 2016, 6 have made 1 sublevel shift this year, 8 have made a commendable 2 sublevel shift this year and 2 have made a fantastic 3 sublevel shift this year. Two students (including our high needs ORS student) have made no change .

7 students made the accelerated progress required to shift them from working below the 2016 National Standard to working at the 2017 standard. **5 of these students are Pasifika students which is very pleasing to note as our aim by next year is to have shifted 8 Pasifika students from working below to at the standard.**

3 students shifted a commendable 2 sublevels but were still placed below the standard (these students were working at a NS this year where 'at' consisted of two sublevels – they were working 'below' in 2016, made two sublevels progress this year but this still places them 1 sublevel below the NS - all three are Pasifika students.

6 students made an expected 1 sublevel shift. They were working below the 2016 standard and continue to do so in 2017 - 3 of these students are Pasifika and three of this group are moving into Year 7 next year

2 students made no shift – one is our ORS high needs student which is understandable. The other student has had extensive support in all learning areas for the past two years, with the RTLB involved this year and last year. He has made no shift and continues to be a major target for 2018

Strategies (what will we do?)

Re-assessing students early in the year to get a clear picture and understanding of each student's capabilities and needs.

Moderating of student's writing as a school team to ensure validity, reliability and consistency across the school.

Identify anomalies, patterns and trends in assessment from February.

Community of Schools achievement challenge focus – PD and collaboration to shift Pasifika writers

Professional development around the National Standards and the 'triangulation' of information which will increase the dependability of the overall teacher judgments.

Student progress to be discussed at fortnightly teacher inquiry meetings reflecting on and reviewing own classroom practice and how to accelerate achievement in writing.

Review school writing implementation plan and minimum expectations document to align with appraisal system to provide a clear picture of teaching and learning in writing at our school.

Specific feedback, support and modelling for classroom teachers where needed.

Professional development/observation and feedback of practice in writing - from COL across and within school teacher, as well as PD with Yolanda Soryl Saturday 25th March 2017.

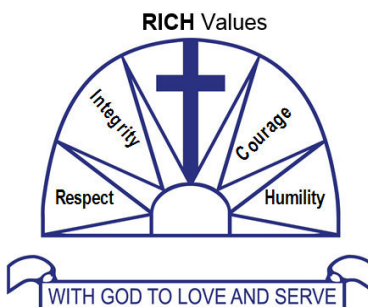
Access support Supplementary Learning Support (SLS) and Resource Teachers of Learning and Behaviour (RTLB) for students who have very significant learning needs

Good communication with parents and whānau around the sharing of classroom learning programmes, data and achievement so they have an enhanced understanding of their child's learning and performance.

Effective analysis of end of year data to inform progress and planning for the following year.

Small group support with a trained teacher weekly in the second half of the year

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Writing School (at to above) Target

2017 Annual Goal

To accelerate at least 10% of our 'at' writers (18 students) to work above the standard by the end of 2017. This will take our proportion of students working 'at' to 61% (minus the achievement targets we aim to shift) and our students working 'above' the standard to 27%.

This equates to at least 2 students per class school wide.

Mid Year Update

School wide, 1 student has made accelerated progress so far in the first half of the year.

Students have been identified in each class that have made early positive shifts and a shift of one more sublevel in the second half of the year will see them accelerate from 'at' into 'above' These are targets in the second half of the year. There are 24 students in this group across classes

Strategies (what will we do?)

Re-assessing students early in the year to get a clear picture and understanding of each student's capabilities and needs.

Moderating of student's writing as a school team to ensure validity, reliability and consistency across the school.

Identify anomalies, patterns and trends in assessment data
Community of Schools (4C) achievement challenge writers

Professional development around the National Curriculum Framework which will increase the dependability of the assessment
Student progress to be discussed at fortnightly staff meetings and how to accelerate

Review school writing implementation plan and appraisal system to provide a clear picture of the current state of writing

Specific feedback, support and modelling for classroom writing
Professional development/observation and feedback within school teacher, as well as PD with Yola

Access support Supplementary Learning Support Behaviour (RTLB) for students who have very specific needs

Good communication with parents and whānau programmes, data and achievement so they have a clear picture of learning and performance.

Effective analysis of end of year data to inform future planning

End of Year Results

When looking at the 2016 Writing achievement and the 2017 writing achievement it can be seen clearly that there has been a reduction in the percentage of children working at the standard and an increase in those working above and well above the standard school wide.

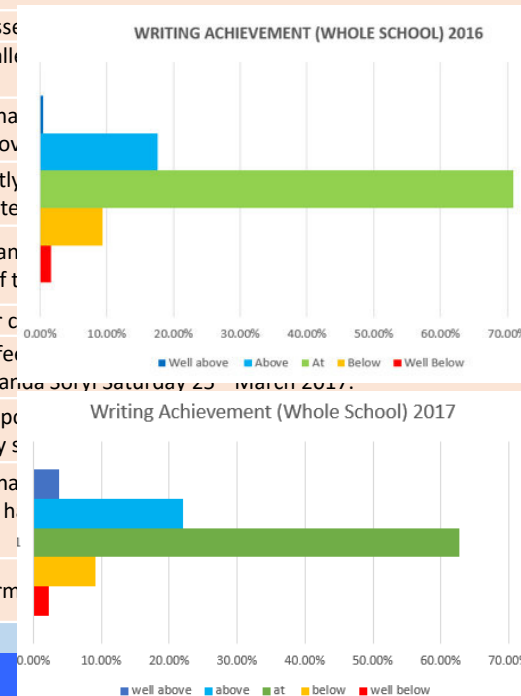
70.9% were at the standard in 2016 compared to 62.8% in 2017

17.6% were working above standard in 2016 compared to 22.1% in 2017

5.5% were working well above standard in 2016 compared to 3.8% in 2017

7.8% of our students made accelerated progress, moving from working at to above and from above to well above.

25.9% of our students are now working above the standard – this is an increase from 33 students in 2016 to 48 students in 2017 (and increase of 15 students) which is 1.9 students per class over 8 classes.



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Mathematics Progress Target

2017 Annual Goal

2.7% (5 students) school wide working 'at' or 'above' the National Standard but who haven't made the expected shift within the expected time frame will move to operating at their next National Standard in the first half of the year.

Mid Year Update

2/5 students have shifted into operating at the next Maths Stage and are no longer targets as a result- these students will continue to be monitored.

1/5 has moved from operating at Early Stage 5 to working confidently and competently at Stage 5. Although this is progress, this still places this student within Stage 5 for what is now a greater than expected time frame. This student continues to be a target.

2/5 have continued to operate where they were working at the end of last year which has extended their time at stage beyond that of what is expected. These students remain targets for the second half of the year.

Strategies (what will we do?)

Re-assessing students early in the year to begin with accurate base-line data and a clear picture of students strengths and needs.

Identify anomalies, patterns and trends in assessment in February baseline data.

Central Catholic Community of Learning achievement challenge focus – PD and collaboration to shift maths learning

Professional development around the National Standards and the 'triangulation' of information which will increase the dependability of the overall teacher judgments.

Student progress to be discussed at fortnightly teacher inquiry meetings reflecting on and reviewing own classroom practice and how to accelerate achievement in Maths.

Review school Mathematics implementation plan and minimum expectations document to align with appraisal system to provide a clear picture of teaching and learning in mathematics at our school.

Specific feedback, support and modelling where needed for classroom teachers.

Leaders to identify teachers' strengths and needs in relation to mathematics teaching and use it to make decisions around appropriate professional development.

Access support Supplementary Learning Support (SLS) and Resource Teachers of Learning and Behaviour (RTLB) for students who have significant learning needs

Good communication with parents and whānau around the sharing of classroom learning programmes, data and achievement so they have an enhanced understanding of their child's learning and performance.

Ongoing training and support of staff in effective use of Mathletics as a learning and homework tool.

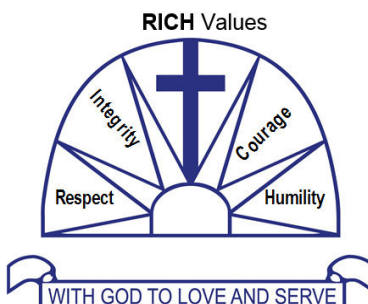
Effective analysis of end of year data to inform progress and planning for the following year.

End of Year Results

4/5 students have shifted into working at the next mathematics stage

1/5 students has moved from working at early 6 to a strong stage 6 thinker, however this still places her within stage 6 and means she has been there for longer than the expected time at this stage. – in investigating back to the end of 2014 when this student was placed at early 6 they were demonstrating early 6 thinking in a small number of domains and back at this time in the school's approach, teachers tended to share peaks rather than where the children were working independently most of the time which is what we have worked hard on as a staff in the last two and a half years – this child should not have been reported at early 6 at the time that she was, therefore making her appear to have sat at this stage for an extended period – Stage 6 thinking for this student is 'at' NS for her year level.

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Mathematics Achievement Target

2017 Annual Goal

Mid Year Update

Strategies (what will we do?)

We have already reached our COL Achievement Challenge - By the end of 2018 we aim to achieve 90% to At or Above the standard, however, we have 86.3% Pasifika students working at or above, meaning we have 13.7% (8) Pasifika students working below. By 2018 we need to have shifted 3.7% (3) Pasifika students to 'at' in order to have 90% or our 'below' Pasifika students working 'at' or above.

5/8 Pasifika students who are working below NS across the school have shifted a Maths Stage since the beginning of the year. All are still below NS and continue to be targets

3/8 have experienced no shift in the first half of this year. 1 is our ORS student, and two are continuing to be closely monitored (they are also targets in Writing)

We have also been monitoring other non-Pasifika students who are below for progress

3/6 have already made accelerated progress and have reached standard

2/6 have made progress but are still sitting below NS with 6 months to go till their anniversary 1/6 has remained stable since the beginning of the year – this child has learning needs and is a target for writing a well – with specialist help from outside agency

Re-assessing students early in the year to begin with accurate base-line data and a clear picture of students strengths and needs.

Identify anomalies, patterns and trends in assessment in February baseline data.

Central Catholic Community of Learning achievement challenge focus – PD and collaboration to shift maths learning

Professional development around the National Standards and the 'triangulation' of information which will increase the dependability of the overall teacher judgments.

Student progress to be discussed at fortnightly teacher inquiry meetings reflecting on and reviewing own classroom practice and how to accelerate achievement in Maths.

Review school Mathematics implementation plan and minimum expectations document to align with appraisal system to provide a clear picture of teaching and learning in mathematics at our school.

Specific feedback, support and modelling where needed for classroom teachers.

Leaders to identify teachers' strengths and needs in relation to mathematics teaching and use it to make decisions around appropriate professional development.

Access support Supplementary Learning Support (SLS) and Resource Teachers of Learning and Behaviour (RTLB) for students who have significant learning needs

Good communication with parents and whānau around the sharing of classroom learning programmes, data and achievement so they have an enhanced understanding of their child's learning and performance.

Ongoing training and support of staff in effective use of Mathletics as a learning and homework tool.

Effective analysis of end of year data to inform progress and planning for the following year.

End of Year Results – see next slide

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Mathematics Achievement Target

2017 Annual Goal

We have already reached our COL Achievement Challenge - By the end of 2018 we aim to achieve 90% to At or Above the standard, however, we have 86.3% Pasifika students working at or above, meaning we have 13.7% (8) Pasifika students working below. By 2018 we need to have shifted 3.7% (3) Pasifika students to 'at' in order to have 90% or our 'below' Pasifika students working 'at' or above.

End of Year Results

Pasifika maths learners:

5/8 Pasifika below mathematicians have shifted in their numeracy stage this year. Despite the shift in their numeracy stage they are all still sitting below (4) and well below (!) their respective National Standard. One has done a great job of working through stages 2, 3 and into stage 4 which is great progress but still places them below the standard. Two have identified needs and have had external support through the RTLb, all have had small group support. All will continue as targets heading into 2018.

3/8 have not shifted. One is our ORS high need student. One has been at stage 4 for 20 months and has had support this year through the RTLb service as well as small group support and will remain a target heading into 2018. One has been at stage 5 for two years which is acceptable however she will be a target for shift heading into 2018.

We have also been monitoring other non-Pasifika students who are below for progress

1/6 has made accelerated progress and is now working above their end of year National Standard.

4/5 have made accelerated progress to shift to operate 'at' their anniversary national standard 1/6 has made progress to operate at early 5 by the end of the year, having previously been at stage 4 for almost 2 years. This child is still well below their national standard. They have a diagnosed learning difficulty and have received external support and small group support throughout their time at school and will continue to do so.

Strategies (what will we do?)

Re-assessing students early in the year to begin with accurate base-line data and a clear picture of students strengths and needs.

Identify anomalies, patterns and trends in assessment in February baseline data.

Central Catholic Community of Learning achievement challenge focus – PD and collaboration to shift maths learning

Professional development around the National Standards and the 'triangulation' of information which will increase the dependability of the overall teacher judgments.

Student progress to be discussed at fortnightly teacher inquiry meetings reflecting on and reviewing own classroom practice and how to accelerate achievement in Maths.

Review school Mathematics implementation plan and minimum expectations document to align with appraisal system to provide a clear picture of teaching and learning in mathematics at our school.

Specific feedback, support and modelling where needed for classroom teachers.

Leaders to identify teachers' strengths and needs in relation to mathematics teaching and use it to make decisions around appropriate professional development.

Access support Supplementary Learning Support (SLS) and Resource Teachers of Learning and Behaviour (RTLb) for students who have significant learning needs

Good communication with parents and whānau around the sharing of classroom learning programmes, data and achievement so they have an enhanced understanding of their child's learning and performance.

Ongoing training and support of staff in effective use of Mathletics as a learning and homework tool.

Effective analysis of end of year data to inform progress and planning for the following year.

Small group maths support weekly in the second half of the year.

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Mathematics School Target

2017 Annual Goal

Begin to address the imbalance of boy/girl achievement in Maths in the following ways:

Shift 4.7% of girls (4 girls) from 'below' to 'at'

Shift 4.7% of girls (4 girls) from 'at' to 'above'

Shift 4.7% of girls (4 girls) from 'at' to 'well above'

Assuming boys % stay the same we would then be looking at the following

	Projected boy/girl maths achievement at the end of 2017									
	Well Below		Below		At		Above		Well above	
Anniversary Boys	2/56	3.1%	4/56	4.2%	33/56	34.3%	27/56	28.1%	50/56	31.3%
Anniversary Girls	1/66	1.2%	4/66	4.6%	47/66	54.7%	21/66	24.4%	13/66	15.1%
Anniversary Total	3/122	1.6%	8/122	4.3%	80/122	64%	48/122	26.4%	63/122	23.6%

Reducing the 'below' girls and increasing the 'well above' girls leaving the disproportionate 'at' girls to work on in 2018.

Mid Year Update

In the first half of this year 6 girls school wide have already made accelerated progress, shifting them out of their 2016 achievement band into the next achievement band. One of these is new to MCSHB this year. 3/6 moving from operating below their 2016 NS to already operating at their 2017 NS. 3/6 from operating at their 2016 NS to already operating above their 2017 NS

Strategies (what will we do?)

Re-assessing students early in the year to begin with accurate base-line data and a clear picture of students strengths and needs.

Identify anomalies, patterns and trends in assessment in February baseline data.

Central Catholic Community of Learning achievement challenge focus – PD and collaboration to shift maths learning

Professional development around the National Standards and the 'triangulation' of information which will increase the dependability of the overall teacher judgments.

Student progress to be discussed at fortnightly teacher inquiry meetings reflecting on and reviewing own classroom practice and how to accelerate achievement in Maths.

Review school Mathematics implementation plan and minimum expectations document to align with appraisal system to provide a clear picture of teaching and learning in mathematics at our school.

Specific feedback, support and modelling where needed for classroom teachers.

Leaders to identify teachers' strengths and needs in relation to mathematics teaching and use it to make decisions around appropriate professional development.

Access support Supplementary Learning Support (SLS) and Resource Teachers of Learning and Behaviour (RTLB) for students who have significant learning needs

Good communication with parents and whānau around the sharing of classroom learning programmes, data and achievement so they have an enhanced understanding of their child's learning and performance.

Ongoing training and support of staff in effective use of Mathematics as a learning and homework tool.

Effective analysis of end of year data to inform progress and planning for the following year.

End of Year Results

9 girls across the school made accelerated progress shifting them into the next level of attainment

2 girls moved from 'below' to 'at'

4 girls moved from 'at' to 'above'

3 girls moved from 'above' to 'well above'

	Well Below		Below		At		Above		Well above	
Anniversary Boys	2/96	2.1%	6/96	6.3%	36/96	37.5%	29/96	30.2%	23/96	24%
Anniversary Girls	2/90	2.2%	10/90	11.1%	59/90	65.6%	11/90	12.2%	7/90	7.8%
Anniversary Total	4/186	2.2%	16/186	8.6%	95/186	51.1%	41/186	22.1%	30/186	16.1%

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Reading Target – maintain the strong teaching and learning programmes school wide

2017 Annual Goal

8/14 12 Month Anniversary students working below National Standard at the time of their anniversary in 2016 will be working 'at' or in excess of their 24 Month Anniversary in 2017

Mid year Update

14 children who were below at 12m anniversary.
Of these 6 have already had their 24M anniversary (between March and July) and 6/6 were working 'at' their 24 Month anniversary.
3 students have their anniversary in the next couple of months (2 in Aug, and 1 in Sept), all three are either already 'at' or within 1 reading level, so all will be 'at' by their anniversary
5 students are due to have their anniversary in December. 4/5 are between 1 and 3 reading levels below their Dec anniversary so are expected to meet or exceed their NS by their anniversary.
1/5 is 7 reading levels below and may not reach their NS – they have support programmes in place

Strategies (what will we do?)

- Re-assessing students early in the year who don't present where they were at in terms of levels of achievement in Nov 2015 to begin with accurate base-line data and a clear picture of students strengths and needs.
- Identify anomalies, patterns and trends in February baseline data.
- Professional development around the National Standards and the 'triangulation' of information which will increase the dependability of the overall teacher judgments.
- Student progress to be discussed at fortnightly teacher inquiry meetings reflecting on and reviewing own classroom practice and how to accelerate achievement in reading.
- Review school reading implementation plan and utilise the minimum expectations document to align with appraisal system to provide a clear picture of teaching and learning in reading at our school.
- Specific feedback, support and modelling where needed for classroom teachers.
- Access support of Reading Recovery for students who qualify. Access support of Rainbow Reading for students who are not in Reading Recovery.
- Access support Supplementary Learning Support (SLS) and Resource Teachers of Learning and Behaviour (RTLb) for students who have significant learning needs
- Good communication with parents and whānau around the sharing of classroom learning programmes, data and achievement so they have an enhanced understanding of their child's learning and performance.
- Additional support for students beyond classroom programme who are identified as 'well below'. (Apples and Pears programme, Reading Recovery, Steps for Literacy programme and apps for embedding reading behaviours)
- Effective analysis of end of year data to inform progress and planning for the following year.

End of Year Results

1/14 child left this cohort between mid and end of year for Australia
92.3% of this group met or exceeded their anniversary national standard in 2017, with the other 7.7% (1 student) reaching the standard three months later– a great result
11/14 reached 'at' at the time of their 24month anniversary
1/14 reached 'above' at the time of their 24 Month anniversary
1/14 was below at the time of their 24 month anniversary (March) and in June when re assessed had reached NS (3 months late)

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