



Saint Paul's Catholic School (1627)

2025 Statement of Variance: Progress Against 2024 Targets

School Name	Saint Paul's School	School Number	1627
Strategic Aims <i>As per the strategic plan</i>	<p>Goal One: Mātauranga Māori - Equip our students as biculturally capable and confident learners who are prepared to contribute to Aotearoa/New Zealand's future</p> <p>Goal Two: Agency - Embed a culture of agency across the school, fostering in students the capability to positively influence their own life and the world around them.</p> <p>Goal Three: Our Community - Strengthen genuine partnerships with our whānau and community that will improve learner outcomes</p> <p>Goal Four: Living Our Faith - Provide learning opportunities for our students to experience what it is to actively live their faith</p>		

Annual Target for Writing:

Accelerating learning for students not achieving at the expected level

Summary of Actions

Action 1

Review consistency across school in implementation of Ideal Structured Literacy Programme - Years 1-8

Action 2

Additional Literacy Support in Years 1- 6 (Steps / Ideal / Better Start Literacy Approach (BSLA)

Action 3

Provide mentoring of teachers in Structured Literacy

Action 4

Termly tracking of priority learners using Target Action Planning Doc

Action 5

Action plan developed in response to data

Outcomes in Writing for Target Group

Years 1 & 2 Writing:

At the start of 2024, 2 girls and 6 boys were working towards curriculum expectations.

At the end of 2024, 2 girls and 5 boys continue to work towards curriculum expectations. Of those children who continue to work below curriculum expectations there are no children who identify as Māori and none who identify as Pasifika

At the end of 2024, 0 girls and 1 boy are now working at curriculum expectations. No Māori or Pasifika working towards.

Years 3 & 4 Writing:

At the start of 2024, 10 girls and 10 boys were working towards curriculum expectations.

At the end of 2024, 5 girls and 7 boys continue to work towards curriculum expectations. Of those children who continue to work below curriculum expectations there are 2 children who identify as Māori (0 girls and 2 boys) and 0 as Pasifika

At the end of 2024, 5 girls and 3 boys are now working at curriculum expectations. Māori 1 (0 girls and 1 boys) and 0 as Pasifika

Years 5 & 6 Writing:

At the start of 2024, 6 girls and 13 boys were working towards curriculum expectations.

At the end of 2024, 5 girls and 11 boys continue to work towards curriculum expectations. Of those children who continue to work below curriculum expectations there are 2 children who identify as Māori (1 girl and 1 boy) and 0 as Pasifika

Years 7 & 8 Writing:

At the start of 2024, 5 girls and 11 boys were working towards curriculum expectations.

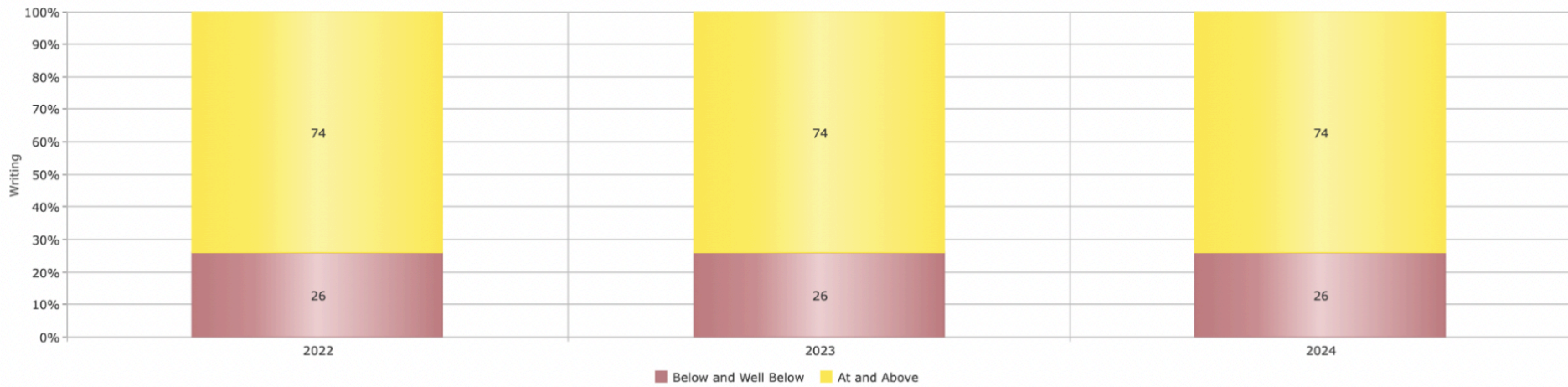
At the end of 2024, 5 girls and 11 boys continue to work towards curriculum expectations. Of those children who continue to work below curriculum expectations there are 2 children who identify as Māori (1 girl and 1 boy) and 1 as Pasifika (boy)

Outcomes in Writing for Whole School

All Students Achievement Writing 2022 - 2024

	2022	2023	2024
% At and Above	74	74	74
% Below and Well Below	26	26	26

Writing Achievement 2022 - 2024 2022 - 2024



	Below		At		Above		Total
	No	%	No	%	No	%	No
Y2	<u>9</u>	32%	<u>19</u>	68%			<u>28</u>
Y3	<u>9</u>	26%	<u>22</u>	63%	<u>4</u>	11%	<u>35</u>
Y4	<u>6</u>	12%	<u>39</u>	78%	<u>5</u>	10%	<u>50</u>
Y5	<u>12</u>	31%	<u>21</u>	54%	<u>6</u>	15%	<u>39</u>
Y6	<u>11</u>	23%	<u>26</u>	55%	<u>10</u>	21%	<u>47</u>
Y7	<u>23</u>	41%	<u>30</u>	54%	<u>3</u>	5%	<u>56</u>
Y8	<u>10</u>	23%	<u>32</u>	74%	<u>1</u>	2%	<u>43</u>
Total	<u>80</u>	27%	<u>189</u>	63%	<u>29</u>	10%	298

Reasons For the Variance

- Overall the trend in writing achievement is consistent (74%). Use of PaCT data has supported teachers in making consistent decisions about students' achievement in writing. It has also provided a common framework for teachers when moderating writing and making decisions about next steps.
- Continued evaluation through the school's Priority Learner Documentation ensures that priority learners in each group are clearly identified by all teachers. Individualised writing goals leads to focussed and timely feedback' - one small goal at a time with direct feedback on that goal before moving onto the next goal.
- Upskilling of teachers in the structured approach to literacy has led to a more consistent approach in support of learners with dyslexia
- Daily teaching of IDEAL spelling across Years 3-8 has lead to a more specific and systematic approach across the levels, supporting writing
- Years 7 & 8 approach to writing based on Jane Consedine: "The Write Stuff".
- Overall more effective evaluation of writing across the levels
- Ongoing Internal Evaluation of data at leadership level

Planning For The Year Ahead

- Continued use of PaCT data to strengthen consistency when moderating and making decisions about students' achievement in writing.
- Daily teaching of IDEAL spelling across Years 3-8 with a particular focus on strengthening practice at Years 7 & 8 with a key aim to engage learners in their individual goal setting
- Structured Literacy PLD for staff not yet trained, 7 teachers participating in Cohort 3, further teachers to be trained in Cohort 5 beginning Term 3 2025
- Continued use of school's Priority Learner Documentation to ensure focus on individual progress of learners who are not achieving at the level
- Gathering of data on students who are making a minimum of one year's progress

- Monitoring and tracking of how teachers have adjusted their practice to improve learning outcomes of students in implementing culturally responsive pedagogies in line with the school strategic plan
- Focus on raising levels of student attendance

Annual Target for Reading:

Accelerating learning for students not achieving at the expected level

Summary of Actions

Action 1

Consolidation of Ideal Structured Literacy Programme - Years 1-8

Action 2

Provision of additional Literacy Support in Years 1- 6 (Steps / Ideal / Jane & Jude with structured literacy)

Action 3

Provision of mentoring in Structured Literacy for Years 3-6

Action 4

Termly tracking of priority learners using Target Action Planning Doc

Outcomes in Reading for Target Group

Years 1 & 2 Reading:

At the start of 2024, 3 girls and 4 boys were working towards curriculum expectations.

At the end of 2024, 3 girls and 3 boys continue to work towards curriculum expectations. Of those children who continue to work below curriculum expectations there are no children who identify as Māori and none who identify as Pasifika

At the end of 2024, 0 girls and 1 boy are now working at curriculum expectations. No Māori or Pasifika working towards.

Years 3 & 4 Reading:

At the start of 2024, 11 girls and 14 boys were working towards curriculum expectations.

At the end of 2024, 5 girls and 10 boys continue to work towards curriculum expectations. Of those children who continue to work below curriculum expectations there are 1 child who identify as Māori (1 boy) and 0 as Pasifika.

At the end of 2024, 5 girls and 4 boys are now working at curriculum expectations. Māori 1 child (1 boy) and 0 as Pasifika

1 child has left St Paul's

Years 5 & 6 Reading:

At the start of 2024, 4 girls and 9 boys were working towards curriculum expectations.

At the end of 2024, 4 girls and 8 boys continue to work towards curriculum expectations. Of those children who continue to work below curriculum expectations there are 2 children who identify as Māori (1 girl and 1 boy) and 0 as Pasifika

Years 7 & 8 Reading:

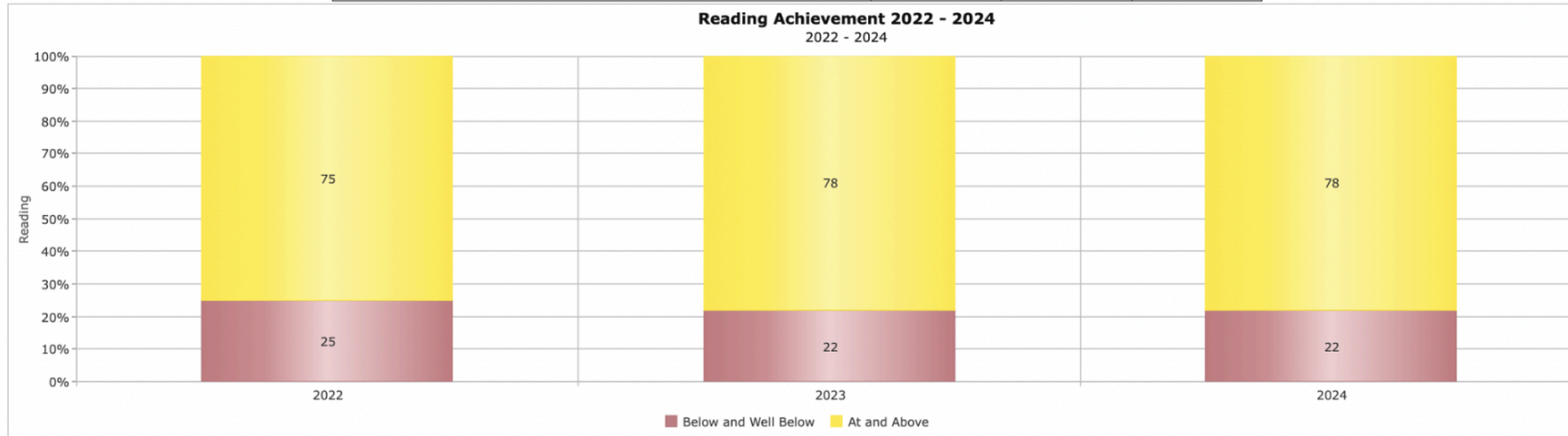
At the start of 2024, 3 girls and 6 boys were working towards curriculum expectations.

At the end of 2024, 3 girls and 3 boys continue to work towards curriculum expectations. Of those children who continue to work below curriculum expectations there are 2 children who identify as Māori (1 girl and 1 boy) and 1 as Pasifika (1 boy)

Outcomes in Reading for Whole School

All Students Achievement Reading 2022 - 2024

	2022	2023	2024
% At and Above	75	78	78
% Below and Well Below	25	22	22



	Below		At		Above		Total No
	No	%	No	%	No	%	
Y2	<u>10</u>	36%	<u>12</u>	43%	<u>6</u>	21%	<u>28</u>
Y3	<u>10</u>	29%	<u>19</u>	54%	<u>6</u>	17%	<u>35</u>
Y4	<u>6</u>	12%	<u>34</u>	68%	<u>10</u>	20%	<u>50</u>
Y5	<u>8</u>	20%	<u>23</u>	58%	<u>9</u>	23%	<u>40</u>
Y6	<u>10</u>	21%	<u>24</u>	51%	<u>13</u>	28%	<u>47</u>
Y7	<u>13</u>	23%	<u>30</u>	54%	<u>13</u>	23%	<u>56</u>
Y8	<u>9</u>	21%	<u>29</u>	67%	<u>5</u>	12%	<u>43</u>
Total	<u>66</u>	22%	<u>171</u>	57%	<u>62</u>	21%	299

Reasons For the Variance

- Overall the trend in Reading achievement is consistent in those achieving at or above (78%). Assessment tools across the levels inform next steps (Year 0-2 BSLA, PAT reading yrs 4-8 for comprehension, iDeal IRSR Assessments)
- Continued evaluation through the school's Priority Learner Documentation ensures that priority learners in each group are clearly identified by all teachers. Individualised reading goals lead to focussed and timely feedback' - one small goal at a time with direct feedback on that goal before moving onto the next goal.
- Implementation of Dibels Assessment in Reading to screen and assess need of readers Year 4 - 8
- Upskilling of teachers in the structured approach to literacy has led to a more consistent approach in support of learners with dyslexia
- Daily teaching of IDEAL spelling across Years 3-8 has lead to a more specific and systematic approach across the levels, supporting reading
- Use of Decodables across levels
- In class small group intervention for priority learners. PLD from Julie (Learning Solutions) introducing word wall and TIP charts.
- Overall more effective evaluation of reading across the levels
- Ongoing Internal Evaluation of data at leadership level

Planning For The Year Ahead

- Daily teaching of IDEAL spelling across Years 3-8 with a particular focus on strengthening practice at Years 7 & 8 with a key aim to engage learners in their individual goal setting
- Structured Literacy PLD for staff not yet trained, 7 teachers participating in Cohort 3, further teachers to be trained in Cohort 5 beginning Term 3 2025
- Continued use of school's Priority Learner Documentation to ensure focus on individual progress of learners who are not achieving at the level
- Monitoring and tracking of how teachers have adjusted their practice to improve learning outcomes of students in implementing culturally responsive pedagogies in line with the school strategic plan
- Gathering of data on students who are making a minimum of one year's progress
- Focus on raising levels of attendance through regular revisiting of Priority Learner documentation/evaluation and reviews of

planning.

- Assessment practises have been adapted to ensure that all children transitioning to St Paul's are screened at the beginning of the year using the Dibels Assessment, alongside PAT Reading Comprehension, in order to ensure that all ākonga requiring support are identified early in the year and systems are in place to support the learning of these ākonga.
- In depth analysis of PAT data is completed in teams through the use of the 'PAT Response to Data', this clearly identifies next steps for teaching and learning and influences planning.
- Updating the Assessment Map for Reading, including Dibels Assessments for screening and Intervention teaching and across school use of IRSR (Ideal Reading Skills Record)

Annual Target for Mathematics:

Accelerating learning for students not achieving at the expected level

Summary of Actions

Action 1

Trial new weekly structure for teaching and learning in maths (DMIC problem taught twice weekly. Introduction of Concept map and TIP charts)

Action 2

Termly tracking of priority learners in Maths using Target Action Planning Doc

Action 3

Weekly basic fact testing - untimed to assess students knowledge rather than what they can do under pressure. 1 timed test per term.evaluation each term)

Action 4

PLD with Sarah Thomas (Cognition) and Julie Beattie (Learning Solutions)

Outcomes in Mathematics for Target Group

Years 1 & 2 Mathematics:

At the start of 2024, 2 girls and 1 boy were working towards curriculum expectations.

At the end of 2024, 1 girl and 1 boy continue to work towards curriculum expectations. Of those children who continue to work below curriculum expectations there are no children who identify as Māori and none who identify as Pasifika

At the end of 2024, 1 girl and 0 boys are now working at curriculum expectations. No Māori or Pasifika working towards.

Years 3 & 4 Mathematics:

At the start of 2024, 12 girls and 5 boys were working towards curriculum expectations.

At the end of 2024, 6 girls and 3 boys continue to work towards curriculum expectations. Of those children who continue to work below curriculum expectations there are 1 children who identify as Māori (0 girls and 1 boys) and 0 as Pasifika (0 girls and 0 boys)

At the end of 2024, 6 girls and 3 boys are now working at curriculum expectations. Māori 0 (0 girls and 0 boys) and 0 as Pasifika (0 girls and 0 boys)

Years 5 & 6 Mathematics:

At the start of 2024, 6 girls and 8 boys were working towards curriculum expectations.

At the end of 2024, 6 girls and 7 boys continue to work towards curriculum expectations. Of those children who continue to work below curriculum expectations there are

2 children who identify as Māori (1 girl and 1 boy) and 0 as Pasifika

At the end of 2024, 0 girls and 1 boy are now working at curriculum expectations. Māori 0 and 0 as Pasifika

Years 7 & 8 Mathematics:

At the start of 2024, 5 girls and 4 boys were working towards curriculum expectations.

At the end of 2024, 3 girls and 4 boys continue to work towards curriculum expectations. Of those children who continue to work below curriculum expectations there are 1 children who identify as Māori (1 girls and 0 boys) and 1 as Pasifika (0 girls and 1 boys)

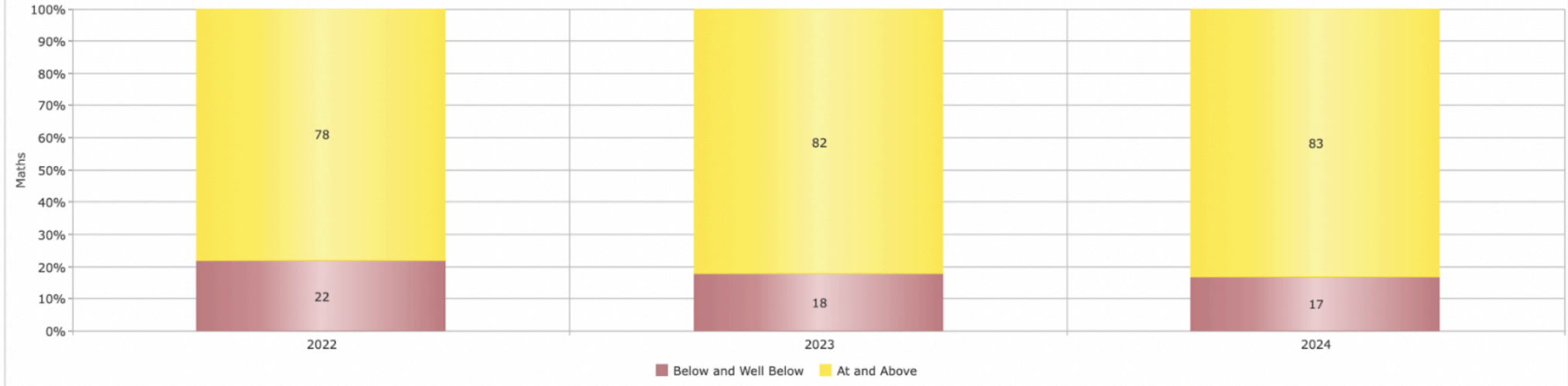
At the end of 2024, 2 girls and 0 boys are now working at curriculum expectations. Māori 0 (0 girls and 0 boys) and 0 as Pasifika (0 girls and 0 boys)

Outcomes in Mathematics for Whole School

All Students Achievement Maths 2022 - 2024

	2022	2023	2024
% At and Above	78	82	83
% Below and Well Below	22	18	17

Maths Achievement 2022 - 2024
2022 - 2024



	Below		At		Above		Total No
	No	%	No	%	No	%	
Y2	<u>4</u>	14%	<u>20</u>	71%	<u>4</u>	14%	<u>28</u>
Y3	<u>4</u>	11%	<u>26</u>	74%	<u>5</u>	14%	<u>35</u>
Y4	<u>6</u>	12%	<u>38</u>	76%	<u>6</u>	12%	<u>50</u>
Y5	<u>7</u>	18%	<u>23</u>	59%	<u>9</u>	23%	<u>39</u>
Y6	<u>13</u>	28%	<u>21</u>	45%	<u>13</u>	28%	<u>47</u>
Y7	<u>13</u>	23%	<u>29</u>	52%	<u>14</u>	25%	<u>56</u>
Y8	<u>4</u>	9%	<u>31</u>	72%	<u>8</u>	19%	<u>43</u>
Total	<u>51</u>	17%	<u>188</u>	63%	<u>59</u>	20%	298

Reasons For the Variance

- Overall the trend in Mathematics achievement is slightly improved with a 1% increase in those achieving at or above (83%). Assessment tools across the levels inform next steps (Yrs 4-8: Weekly Basic Facts test weekly, PAT Maths Test (Adaptive) yrs 4-8, Regular assessment in class against specified Progress Steps)
- Explicit teaching in Mathematics taught 1hr a day.
- Continued evaluation through the school's Priority Learner Documentation ensures that priority learners in each group are clearly identified by all teachers. Individualised goals in Mathematics lead to focussed and timely feedback' - one small goal at a time with direct feedback on that goal before moving onto the next goal.
- Overall more effective evaluation of Mathematics across the levels
- Ongoing Internal Evaluation of Mathematics data at leadership level

Planning For The Year Ahead

- Continued use of data to strengthen consistency when moderating and making decisions about students' achievement in Mathematics.
- Continued use of school's Priority Learner Documentation to ensure focus on individual progress of learners who are not achieving at the level
- Continued PLD with Sarah Thomas (Cognition)
- Mathematics PLD for all teachers to support the implementation of the updated Mathematics and Statistics Curriculum, 2 days scheduled for 2025
- Implementation of new planning template in line with the new curriculum, clearly identifying the Progress steps for kaiako.
- Monitoring and tracking of how teachers have adjusted their practice to improve learning outcomes of students in implementing culturally responsive pedagogies in line with the school strategic plan
- Gather data on students who are making a minimum of one year's progress, ind depth analysis of Term 1 2024 PAT Data v Term 1 2024 PAT Data
- Focus on raising levels of attendance

Variance Discussion in Response to Significant Roll Increase

When inquiring into the data, there was a notable variance in achievement between students who were current students of the school and those who had transitioned into the school. A high percentage of the students who transitioned in from other schools were at Intermediate level. The following data and analysis will support the school in their ongoing inquiry as to how we can best support these students through transition and towards success as learners.

Further Reasons For the Variance

- The school had roll growth in 2024, leading to an unusually large intake of pupils at Year 7/8.
- This cohort were identified as having a significant number of pupils not at expected level at intake in February
- Reading: of the 31 pupils who began at Yr 7/8, 12/31 of these pupils are Working Towards at the end of the year for reading - 35.5 % compared to the whole school data of 22% working towards. If we removed the 32 Year 7/8 NE pupils that had been at the school for 12 months or less - then whole school data for reading would be 80% at or above for reading in 2024.
- Writing: of the 31 pupils who began at Yr 7/8, 15/31 of these pupils are Working Towards at the end of the year for writing - 48% compared to whole school data of 26% working towards.
- Maths: of the 31 pupils who began at Yr 7/8, 8/31 of these pupils are Working Towards at the end of the year for maths - 26% compared to whole school data of 17% working towards.

	Reading	Writing	Maths
Whole School Data	22% working towards	26% working towards	17% working towards
Cohort Data	35.5% working towards	48% working towards	26% working towards

Planning For Ākonga Transitioning into St Paul's

In response to increasing numbers of ākonga transitioning into St Pauls, the following steps have been taken:

- Transition documentation is collected for all Intermediate pupils via the transition documentation, alongside the Kahui Ako KTAP for ākonga with additional needs. This is collated and informing class placements and informing class teachers and SENCO where appropriate.
- Connect with Leadership team at Waimea Intermediate around process and procedure for Transition and meeting the needs of ākonga.
- Reading: Term 1 (early) screening of all transition pupils with the DIBELS and iRSR to clearly identify reading levels. On entry (if arriving outside of the beginning of the year) screening with DIBELS and iRSR, further diagnostic assessments are then made available to teachers.
- Continue to monitor achievement of the Transition Cohort against the Whole School Data