

Statement of Variance

2019

Growing Christ-Centred Learners & Leaders



MARANATHA
CHRISTIAN SCHOOL

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Strategic Aim & Annual Target Overview 2019

Strategic Aim 1: Leaders of Innovation & Excellence

Maranatha Christian School will develop a leading culture of innovation and excellence in all areas of school life.

Target 1:1.1 (Pedagogy: Effective Teaching)

Teachers will engage in professional development in order to identify relevant pedagogical thinking for delivering innovative, engaging and inspiring classroom programmes.

Target 1:2.1 (Writing)

All students who achieved below curriculum expectations in **writing** will make more than one year's progress by the end of 2019.

Target 1:2.2 (Mathematics)

All students who achieved below curriculum expectations in **mathematics** will make more than one year's progress by the end of 2019.

Target 1:2.3 (Reading)

Students who achieved above curriculum expectations in **reading** will progress towards becoming self-directed learners by the end of 2019.

Strategic Aim 2: Building a Connected & Interactive Community

Maranatha Christian School will build a connected and interactive partnership with the school, and wider, community.

Target 2:1.1

Establish effective relationships with local secondary schools in order to inform MCS Year 6-8 students (and their families) of secondary schooling options and facilitate targeted transitions, as necessary.

Target 2:3.1

Relationships within the local NZACS network developed in order to strengthen professional learning opportunities and further faith-based education in Wellington.

Outcomes & Variance

Strategic Aim 1: Leaders of Innovation & Excellence

Maranatha Christian School will develop a leading culture of innovation and excellence in all areas of school life.

Key Objective 1

Innovative teaching and learning programmes will draw on current pedagogical thinking leading to positive educational outcomes.

Key Objective 1: Indicator

School leaders will draw on current pedagogical thinking to lead effective and innovative teams.

Target 1:1.1 (Pedagogy: Effective Teaching)

Teachers will engage in professional development in order to identify relevant pedagogical thinking for delivering innovative, engaging and inspiring classroom programmes.

Actions for Target

- Effective PLD will be implemented via LNICoL (in collaboration with Silverstream and Miramar Christian Schools)
- Scheduled staff and syndicate meetings where innovative, engaging and inspiring classroom practice is discussed and reviewed (PLG)
- MCS based Learning HUBs (Writing, ITC (coding/digital passport) and maths) identifying pedagogical thinking for improving teaching and learning outcomes at MCS.
- Junior syndicate will plan, schedule, implement and evaluate programmes frames on the Play-Based Learning (PBL) model.
- Senior syndicate will plan, implement and evaluate Rich Learning Tasks designed to increase student agency and engagement.
- Inquiry model implemented across the school will be based on current research.

Measurable Outcomes

- Scheduled PLD (within and across schools) was implemented with practice discussed, shared and reviewed. Outcomes evident through Targets 1:2.1 (writing), 1:2.2 (mathematics) and 1:2.3 (Reading) achievements.
- Scheduled Learning Hubs were implemented with focus turning (early on) from mathematics towards coding/digital passports. Outcomes of increased staff confidence and capability with coding, as evident in classroom programmes, was a necessary step towards new curriculum readiness.
- Play-Based Learning (PBL) was implemented with practice discussed, shared (including across-school visit) and reviewed. Outcomes evident through evaluation identified increasing student engagement, problem solving and social/co-operative skills.
- Rich mathematical learning tasks, using multi-sensory approaches, were applied in senior classrooms to engage learners. Outcomes evident through evaluation identified increased student engagement, spatial awareness/reasoning and connection of maths strands.

End of Year Analysis

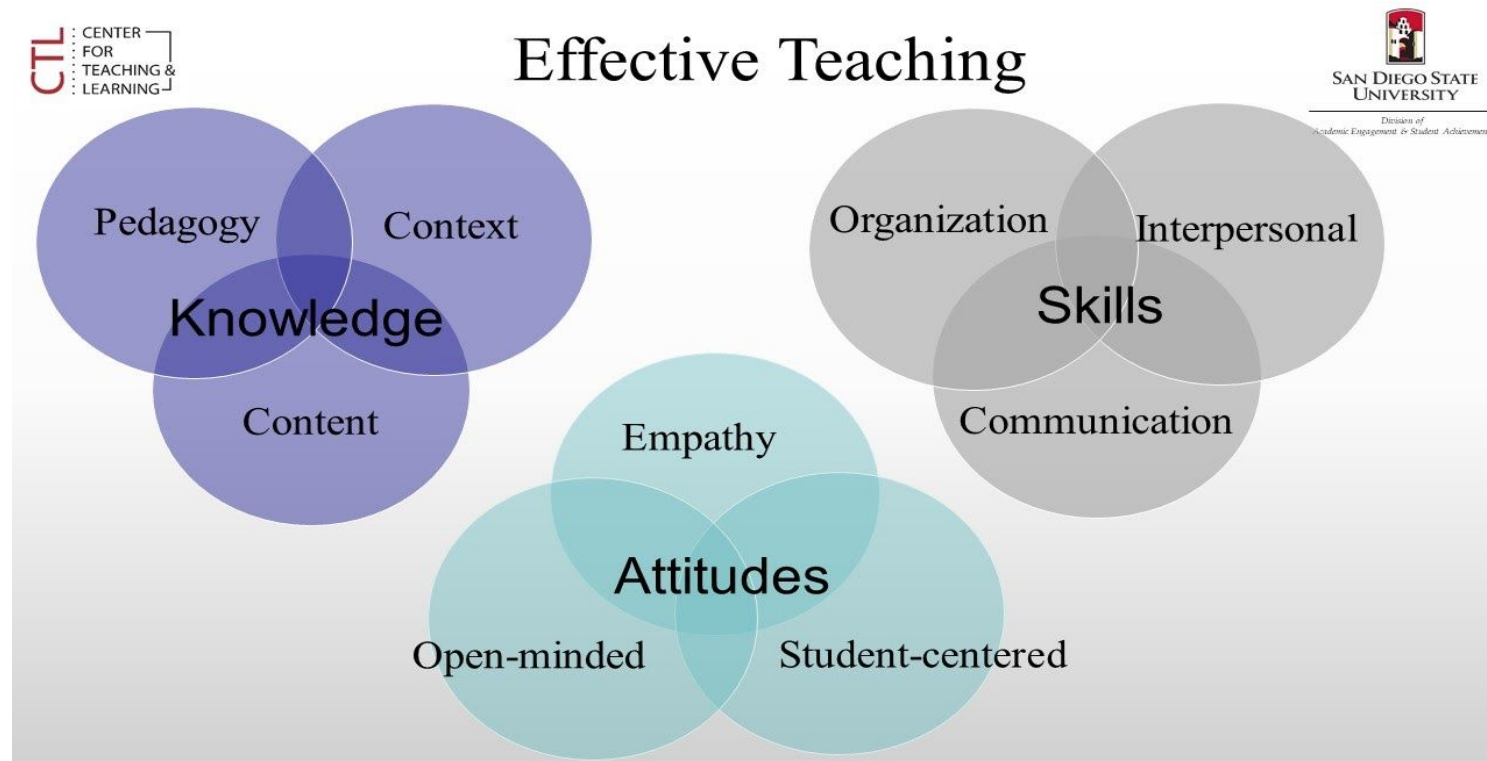
- Target achieved.
- All key actions were completed with particular focus on implementing new professional learning through Play-Based Learning in the Junior School and Multi-Sensory Approaches (specific to mathematics) in the Senior School.

Reasons for Variance

N/A

Evaluation (where to next in 2020)

Continue to embed current and relevant pedagogical thinking to further enhance learning outcomes for learners at Maranatha Christian School.



Strategic Aim 1: Leaders of Innovation & Excellence

Maranatha Christian School will develop a leading culture of innovation and excellence in all areas of school life.

Key Objective 2

Students will show measurable progress in achievement against national expectations.

Key Objective 2: Indicator

All students will make at least 1 years progress. ➤ Target students will make more than 1 years progress (Accelerated Learning).

Target 1:2.1 (Writing)

All students who achieved below curriculum expectations in **writing** will make more than one year's progress by the end of 2019.

Baseline Data (2018)

6% of students achieved below the curriculum expectations for writing in 2018 (X9 Students in Cohort)

Actions for Target

Actions & Outcomes for Target 1:2.1	Time	Who	Progress Towards Outcomes
Target learners will be tracked using both a range of timely evidence and standardised assessments.	Ongoing Termly	Teachers SLT	OTJ Evidence Sheets (Term 1 - Ongoing). Writing rubrics developed and implemented (Term 2) Writing rubrics used to inform end-of-year OTJ's (Term 4)
Professional Development in literacy provided by the Lower North Island Christian School CoL (LNICS CoL).	Termly	Principal CoL Lead	12 March: In-class support & writing workshop. 26 April: Writing workshop (Progressions). 28 May: In-class support & writing workshop. 10 September: In-class support & writing workshop. 29 October: 1:1 Coaching & writing workshop. 05 November: LINCoL writing workshop 26 November: ALpha to Omega Phonics workshop
Students will show an understanding of the correlation between reading and writing (student's voice).	Term 2 Term 4	Teachers SLT	Senior School Student Survey (Term 2).
Selected approaches based on Play-Based Learning will be trialled and evaluated for effectiveness (Junior School).	Ongoing	Jnr Synd' Teachers	Card making for language and structure. PBL used as a motivator for writing (Term 2).

Selected approaches based on Rich Learning Tasks will be trialled and evaluated for effectiveness (Senior School).	Ongoing	Sen Synd' Teachers	Self-directed literacy programmes established & trialled. (Term 2). Student feedback reviewed & programmes updated (Term 3).
Evidence will show the effectiveness, or otherwise, of innovative approaches (inquiry).	Ongoing Termly	Teachers SLT	Teacher Inquiry Documents (Term 1 - Ongoing). 3rd Wave Learning Screening undertaken (Terms 3&4)
Programmes and interventions will be adapted based on inquiry and termly data.	Ongoing Termly	Teachers	Teacher Inquiry Documents & Classroom Planning (Ongoing). 3rd Wave Programmes Implemented (Terms 3&4)
Students will make accelerated learning in writing.	Term 4	Teachers	Pending Term 4 Final Data (Progress reported to BoT termly)

Measurable Outcomes

Overall Teacher Judgement (OTJ) <i>Based on assessment data, student work samples, observation and teacher conferencing.</i>	Term 1	Term 2	Term 3	Term 4
	OTJ Against Curriculum Level	OTJ Against Curriculum Level	OTJ Against Curriculum Level	OTJ Against Curriculum Level
Achieved Target (Accelerated progress - closing the gap!)		11% (1/9)	11% (1/9)	89% (8/9)
Made Progress & On Track (Projecting to achieve target by the end of year)	100% (9/9)	67% (6/9)	78% (7/9)	11% (1/9)
Made Some Progress (Not tracking towards achieving target)		22% (2/9)	11% (1/9)	

- ❖ 5 students in this cohort are also represented in the Mathematics Target 1:2.2 cohort.
- ❖ The two learners represented in the 'Made Some Progress' field in Term 2 have both progressed and are now 'On Track'.
- ❖ One student who has formally been 'On Track' has since plateaued and has been screened for underpinning cognitive difficulties. Programmes and interventions for Term 4 have been adjusted accordingly.

End of Year Analysis

- 89% of this cohort (8 out of 9 students) made accelerated progress (+12 months) against curriculum expectations in writing.
- 11% of this cohort (1 out of 9 students) made 12 months progress against curriculum expectations in writing.

Reasons for Variance

- 11% of this cohort (1 out of 9 students) made 12 months progress against curriculum expectations in writing which was an achievement for this student and to be celebrated.

Evaluation (where to next in 2020)

- The student who made 12 months progress (but not accelerated) will continue to be a target (intervention focus) learner in 2020.



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Strategic Aim 1: Leaders of Innovation & Excellence

Maranatha Christian School will develop a leading culture of innovation and excellence in all areas of school life.

Key Objective 2

Students will show measurable progress in achievement against national expectations.

Key Objective 2: Indicator

All students will make at least 1 years progress. ➤ Target students will make more than 1 years progress (Accelerated Learning).

Target 1:2.2 (Mathematics)

All students who achieved below curriculum expectations in **mathematics** will make more than one year's progress by the end of 2019.

Baseline Data (2018)

4.6% of students achieved below the curriculum expectations for mathematics in 2018 (X8 Students in Cohort)

Actions for Target

Actions & Outcomes for Target 1:2.2	Time	Who	Progress Towards Outcomes
Target learners will be tracked using both a range of timely evidence and standardised assessments.	Ongoing Termly	Teachers SLT	OTJ Evidence Sheets (Term 1 - Ongoing). Maths rubrics developed and implemented (Term 3) Maths rubrics used to inform end-of-year OTJ's (Term 4)
Professional Development in numeracy provided through MCS based Learning Hubs & whole staff PLD.	Termly	Principal Col Lead	05 & 18 March (HUBS): Spatial Reasoning. 14 May (Workshop): Planning & Assessment. 15 October (Workshop): Maths Rubrics 29 October (Workshop): Maths Rubric Implementation
Students will see themselves as mathematicians (student voice).	Term 4	Teachers	Not actioned.
Selected approaches based on Rich Learning Tasks will be trialled and evaluated for effectiveness.	Ongoing	Teachers SLT	Spatial Reasoning (mathematics) incorporated into classroom programmes (Term 1 - Ongoing). Junior programme to build number knowledge through the exploration of number concepts , identified as focus for Term 4. Multi-Sensory (mathematics) incorporated into classroom programmes (Term 2 - Ongoing). Evaluation/Inquiry underway (Term 2 - Ongoing).

Evidence will show the effectiveness, or otherwise, of innovative approaches (inquiry).	Ongoing Termly	Teachers SLT	Teacher Inquiry Documents (Term 1 - Ongoing).
Programmes and interventions will be adapted based on inquiry and termly data.	Ongoing Termly	Teachers	Teacher Inquiry Documents & Classroom Planning (Term 1 - Ongoing).
Students will make accelerated learning in numeracy.	Term 4	Teachers	Pending Term 4 Final Data (Progress reported to BoT termly)

Measurable Outcomes

Overall Teacher Judgement (OTJ) <i>Based on assessment data, student work samples, observation and teacher conferencing.</i>	Term 1 OTJ Against Curriculum Level	Term 2 OTJ Against Curriculum Level	Term 3 OTJ Against Curriculum Level	Term 4 OTJ Against Curriculum Level
Achieved Target (Accelerated progress - closing the gap!)				76% (6/8)
Made Progress & On Track (Projecting to achieve target by the end of year)	88% (7/8)	63% (5/8)	76% (6/8)	24% (2/8)
Made Some Progress (Not tracking towards achieving target)	12% (1/8)	37% (3/8)	24% (2/8)	

- ❖ 5 students in this cohort are also represented in the Writing Target 1:2.1 cohort.
- ❖ The three learners represented in the 'Made Some Progress' field in Term 2 have all made progress and are now 'On Track'.
- ❖ Two students that were 'On Track' have since plateaued, rather than accelerating their learning.
- ❖ One of these students has been screened for underpinning cognitive difficulties with programmes and interventions adjusted accordingly. The other student is being closely monitored and supported in class.

End of Year Analysis

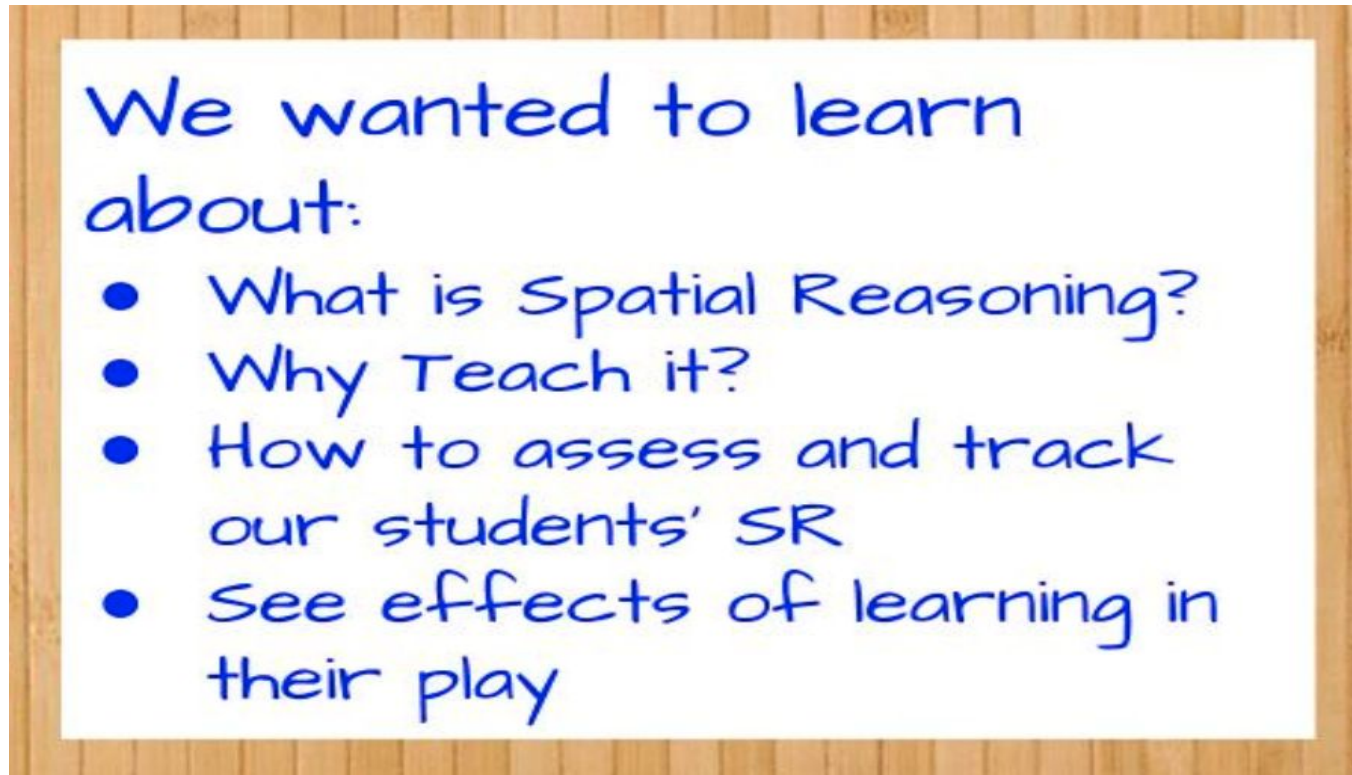
- 76% of this cohort (6 out of 8 students) made accelerated progress (+12 months) against curriculum expectations in mathematics.
- 24% of this cohort (2 out of 8 students) made 12 months progress against curriculum expectations in mathematics.

Reasons for Variance

- 24% of this cohort (2 out of 8 students) made 12 months progress against curriculum expectations in writing which was an achievement for these students and to be celebrated.

Evaluation (where to next in 2020)

- One student who made 12 months progress (but not accelerated) will be leaving MCS to attend secondary schooling in 2020.
- One student who made 12 months progress (but not accelerated) will continue to be a target (intervention focus) learner in 2020.



Strategic Aim 1: Leaders of Innovation & Excellence

Maranatha Christian School will develop a leading culture of innovation and excellence in all areas of school life.

Key Objective 2

Students will show measurable progress in achievement against national expectations.

Key Objective 2: Indicator

All students will make at least 1 years progress. ➤ Target students will make more than 1 years progress (Accelerated Learning).

Target 1:2.3 (Reading)

Students who achieved above curriculum expectations in **reading** will progress towards becoming self-directed learners by the end of 2019.

Baseline Data (2018)

20% of students achieved above the curriculum expectations for reading in 2018 (X24 Students in Cohort)

Actions for Target

Actions & Outcomes for Target 1:2.3	Time	Who	Progress Towards Outcomes
Target learners will be tracked using both a range of timely evidence and standardised assessments.	Ongoing Termly	Teachers SLT	Teacher Observation & Student Voice used to inform progress (Termly) Actioned Terms 1 & 2.
Students will show an understanding of the correlation between reading and the rest of the curriculum.	Term 4	Teachers SLT	Student Voice used to inform progress. Actioned Terms 2 & 4.
Programmes that encourage self-directed learning, based on Rich Learning Tasks, will be trialled and evaluated for effectiveness.	Ongoing	Teachers SLT	Programmes set up and families informed (Term 1). Home and school partnership encouraged with improved whānau engagement evident (Term 2). Programmes adapted for Term 3 based on Term 2's student voice.
Evidence will show the effectiveness, or otherwise, of innovative approaches (inquiry).	Ongoing Termly	Teachers SLT	Teacher Inquiry Documents (Term 1 - Ongoing). Rubrics used to inform end-of-year OTJ's.
Programmes and interventions will be adapted based on inquiry and termly data.	Ongoing Termly	Teachers	Teacher Inquiry Documents & Classroom Planning. (Term 1 - Ongoing).
Students will make measurable progress towards becoming self-directed learners in reading.	Term 4	Teachers	Rubrics developed to measure progress, aligned with NZ Curriculum Key Competencies (Term 2).

Measurable Outcomes

Overall Teacher Judgement (OTJ) <i>Based on assessment data, student work samples, observation and teacher conferencing.</i>	Term 1	Term 2	Term 3	Term 4
	OTJ Against Curriculum Level	OTJ Against Curriculum Level	OTJ Against Curriculum Level	OTJ Against Curriculum Level
Achieved Target (Self-Directed Learner)		17% (4/24)	46% (11/24)	66% (15/23)
Made Progress & On Track (Projecting to achieve target by the end of year)	75% (18/24)	66% (16/24)	46% (11/24)	26% (6/23)
Made Some Progress (Not tracking towards achieving target)	25% (6/24)	17% (4/24)	8% (2/24)	8% (2/24)

- ❖ *This is an enrichment (extension) goal.*
- ❖ *The two students that remain in the 'Made Some Progress' box (as of Term 3) **are succeeding with their reading** and are meeting the Curriculum expectations..*
- ❖ *1 of the students in this data set left Maranatha Christian School during Term 3 and will be absent from the Term 4 data set.*

End of Year Analysis

- 66% of this cohort (15 out of 23 students) achieved the target to become self-directed learners with reading.
- 26% of this cohort (6 out of 23 students) made significant progress towards achieving this target.
- 8% of this cohort (2 out of 24 students) made some progress towards this target.

Reasons for Variance

- 26% of this cohort (6 out of 23 students) made significant progress towards achieving this target, which was an achievement for these students and to be celebrated.
- 8% of this cohort (2 out of 24 students) made some progress towards this target which was an achievement for these students due to significant external pressures they were facing during 2019.

Evaluation (where to next in 2020)

- These students will continue to be extended within their classroom reading programmes in 2020.

Strategic Aim 2: Building a Connected & Interactive Community

Maranatha Christian School will build a connected and interactive partnership with the school, and wider, community.

Key Objective 1: Indicator

A transition plan will be established on effective relationships with identified contributing pre-schools and secondary schools.

Target 2:1.1 (Transitions to Secondary School)

Establish effective relationships with local secondary schools in order to inform MCS Year 6-8 students (and their families) of secondary schooling options and facilitate targeted transitions, as necessary.

Actions for Target

- Connections with secondary schools to be established in order to promote options for Year 6-8 students based on the strength/character of each school.
- Secondary school ambassador programme (former MCS students) will be facilitated and run throughout the year.
- A record of ambassador visits, including success stories of any other visiting former student, will be maintained
- An effective system for communicating secondary school options to parents and Whānau of Year 6-8 students will be established.
- Transition plans will be established for target learners, specific to individual need, and followed through to the commencement of enrolment.

Measurable Outcomes

- Connections made with secondary schools and information passed on to parents and students.
- Student ambassadors visited termly representing a wide range of secondary schools.
- Records kept of successful transitions experienced by former MCS students. Key messages shared with the BoT via Principal's Reports and with the community via school newsletters.
- Effective transition plan was created and implemented for a target learner.

End of Year Analysis

- Target achieved.

Reasons for Variance

- N/A

Evaluation (where to next in 2020)

- Continue to review, and embed, transition programmes established in 2017 (ECE to MCS) and 2019 (MCS to Secondary).

Strategic Aim 2: Building a Connected & Interactive Community

Maranatha Christian School will build a connected and interactive partnership with the school, and wider, community.

Key Objective 3: Indicator

Maranatha Christian School will strengthen links within established clusters to develop collaborative relationships with these communities of learners.

Target 2:3.1 (Learning Communities)

Relationships within the local NZACS network developed in order to strengthen professional learning opportunities and further faith-based education in Wellington.

Actions for Target

- Teaching staff to visit Miramar and Silverstream Christian Schools to establish relationships, pastoral and professional support.
- MCS Principal and Deputy Principal to offer professional support to Miramar and Silverstream SLT to further develop leadership capability.
- Combined LINCoL Writing PLD workshops will be held with attendance from MCS, Miramar and Silverstream Christian School staff.
- Inter-school events organised to establish relationships between MCS, Miramar, Silverstream & Wellington SDA Christian School students, parents and whānau.
- MCS will share innovative practice, professional knowledge and expertise through the above actions.

Measurable Outcomes

- Site visits made within practical means.
- Leadership support provided termly to Silverstream CS and as required to Miramar CS.
- Combined student activities run throughout the year with all Wellington Christian Schools.
- Combined PLD with Silverstream CS actioned within practical means.

End of Year Analysis

- Target achieved.

Reasons for Variance

- N/A

Evaluation (where to next in 2020)

- Continue to actively support the Wellington Christian School network and create opportunities for future collaboration.

End of Report