

# **Annual Plan Target & Variance Report (BoT) 2020**

***Growing Christ-Centred Learners & Leaders***



**MARANATHA  
CHRISTIAN SCHOOL**

## **Strategic Aim 1**

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.

#### **Target 1:1.1 (Pedagogy - Effective Teaching)**

Teachers will create environments for, and scaffold learning to, enable students to develop agency (self-organisation, self-reflection & self-regulation).

#### **Actions and Measurable Outcomes for Target 1:1.1**

Staff will attend LNICoL, NZACS and school provided PLD in 2020 identifying pedagogical thinking around agentic learning.

Staff participated in LNICoL consultation on the new Achievement Challenges including key aspects of Student Engagement/Agency.

Maths PLD has resumed (Post COVID-19) with a focus on the language around Spatial Reasoning & Real World/Life Problem Solving (Word Problems)

Special Character (internal) PLD has continued with a focus on Progressions around Biblical Knowledge, Practical Handling of the Scripture, A Worshipful Life & Prayer.

Learning Support Staff have been trained in Third Wave Learner programmes to support identified students.

Senior Team have been working on metacognitive strategies to support agentic learning with a focus on frustration tolerance and flexibility.

Introduced Christian Habits of Mind to the students. Emphasis on the Key Competencies throughout the curriculum.

Selected approaches based on Play-Based Learning (Junior Team), Rich Learning Tasks and STEAM (Senior Team) will be trialled and evaluated for effectiveness.

Delayed due to COVID-19. After lockdown, there were clear benefits of a Junior Team Play-Based Learning approach on wellbeing & relationships.

Regular PLB sessions held each week which helped students start the day in a non-stressful way, allowing teachers opportunities to pastorally touch base with students (build relationships), either 1:1 or in small groups, during this time. This was particularly important after lockdown when anxieties were high.

From Term 2, this extended across the junior team most Fridays resulting in improved relationships between students and all junior team teachers.

STEAM was introduced to the Senior Team, however, did not become a major focus due to the restricting impact of COVID.

Deliberate teaching of the Key Competencies.

Junior Team worked on key competencies through Play-Based Learning with a focus on, self-management, thinking, participating and contributing, and relating to others. During this time, teachers record observations against the Key Competencies which informs teaching.

Senior Team worked on metacognitive strategies to support agentic learning with a focus on frustration tolerance and flexibility with an emphasis on Key Competencies.

Post lockdown, both teams focussed on mental wellbeing, identifying and sharing strategies to manage complex emotions.

Deliberate and situational teaching of problem-solving strategies, flexibility and frustration tolerance (Senior Team).

Metacognitive strategies deliberately taught and situational teaching as it was needed.

Teachers will develop strong relationships with students who display unmotivated or disinterested behaviours towards their learning.

Screening for children who show such behaviours to find out what is causing the lack of motivation.

Teachers are now requesting screening, showing a growing awareness of individual needs of students.

Relationships continue to be developed with varying levels of success towards achieving the target. This will continue to be a focus in 2021.

### Strategic Aim 1

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.

### Target 1:2.1 (Reading)

All students not yet achieving curriculum expectations in **reading** will make more than one year's progress by the end of 2020.

Actions & Outcomes for Target 1:2.1	Time	Who	Progress Towards Outcomes
Students will be supported to make connections between reading and writing.	Ongoing	Teachers SLT	Integrated programmes implemented. Target reading intervention programme provided to identified second wave students. Tutor reading and writing programmes designed to support third wave learners. Phonics programmes link between reading and writing.
Data will show the effectiveness, or otherwise, of innovative approaches	Termly	Principal Col Lead	Delayed due to COVID-19. Junior students receiving HPP (Tutor Reading Programme) showed accelerated learning in skills required for learning to read. End of year data showed the desired acceleration in progress for all but four students in this cohort. This is a great achievement given the restricting impact of COVID.
Programmes and interventions will be adapted based on teacher observation and termly data.	Ongoing	Teachers SLT	Implementation of Reading Support Programme, HPP (Tutor Reading Programme) & adapted programs for 3rd Wave Learners. Further details as above.
Students will make accelerated progress in reading.	Term 4	Jnr Synd' Teachers	Pending Term 4 data. Initial data indicates that all students "held the line" during lockdown. By the end of the year all but four students in this cohort had made accelerated progress.

## Overall Teacher Judgement (OTJ) Towards Target 1:2.1 (Reading)

All students not yet achieving curriculum expectations in reading will make more than one year's progress before the end of 2020.

<b>Overall Teacher Judgement (OTJ)</b> <i>Based on assessment data, student work samples, observation and teacher conferencing.</i>	<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>	<b>Term 4</b>
	<b>Overall Teacher Judgement Against Curriculum Level</b>	<b>Overall Teacher Judgement Against Curriculum Level</b>	<b>Overall Teacher Judgement Against Curriculum Level</b>	<b>Overall Teacher Judgement Against Curriculum Level</b>
<b>Achieved Target</b> <b>(Accelerated progress + 12 months)</b>		<b>8% (1/12)</b>	<b>16% (2/12)</b>	<b>67% (8/12)</b>
<b>Made Progress &amp; On Track</b> <b>(Projecting to achieve target by end of the year)</b>	<b>25% (3/12)</b>	<b>67% (8/12)</b>	<b>59% (7/12)</b>	
<b>Made Some Progress</b> <b>(Not tracking towards achieving target)</b>	<b>75% (9/12)</b>	<b>25% (3/12)</b>	<b>25% (3/12)</b>	<b>33% (4/12)</b>

### End of year analysis...

- Four of the students are also in the writing and mathematics target groups and two are also in the mathematics group.
- Of the two students who did not make accelerated progress they are both 3rd wave learners.
- The student who was making progress towards achieving the target was disengaged from learning during lockdown (in spite of school efforts to support the family) and the other student is ESOL (and receiving ongoing additional support).
- One of students who did not meet the target remains 2 sub levels below where we would like them to be, with the other 3 sub levels below. Both of these students made one year's progress, but not accelerated progress.

### Reasons for variance...

- COVID related disruptions to wellbeing and learning.
- Continued understanding of 3rd wave learners and strategies to shift their learning.
- Two students who did not achieve the target made 12 months progress which was an achievement and to be celebrated.

### Where to next...

- Two students who made 12 months progress (but not accelerated) will continue to be target (intervention focused) learners in 2021.

## Strategic Aim 1

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.

### Target 1:2.2 (Writing)

All students not yet achieving curriculum expectations in **writing** will make more than one year's progress by the end of 2020.

Actions & Outcomes for Target 1:2.2	Time	Who	Progress Towards Outcomes
Students will show an understanding of the correlation between reading and writing.	Ongoing	Teachers SLT	Integrated programmes implemented. Resources, such as junior readers, purchased to support literacy programmes.
Data will show the effectiveness, or otherwise, of innovative approaches.	Termly	Principal Col Lead	Termly data showed that the 'line had been held' during Term 1 & 2 (Incl. Lockdown). Term 3 data, however, showed a regression in writing which is likely driven by the post lockdown focus on student wellbeing above explicit literacy lessons. This trend continued during Term 4.
Programmes and interventions will be adapted based on teacher observation and termly data.	Ongoing	Teachers SLT	Delayed due to COVID-19. From Term 3, 3rd Wave Learner Programmes were established in three classrooms with Teacher Aide Support.
Evidence of PLD will show in planning.	Ongoing	Teachers SLT	Delayed due to COVID-19. Planning reviews rescheduled for Term 4. Planning reviews showed all teachers are implementing ideas from Writing and Mathematics PLD as well as third wave learner PLD.
Students will make accelerated learning in writing.	Term 4	Teachers	Initial data from Terms 2 indicated that all students "held the line" during lockdown. Ref. comment above re. Term 3 regression. This regressive trend continued during Term 4, however, the majority of students who did not meet the target remain only 1 sub level below where we should like them to be indicating that progress was made (just not the desired acceleration).

## Overall Teacher Judgement (OTJ) Towards Target 1:2.2 (Writing)

All students not yet achieving curriculum expectations in **writing** will make more than one year's progress by the end of 2020.

<b>Overall Teacher Judgement (OTJ)</b> <i>Based on assessment data, student work samples, observation and teacher conferencing.</i>	<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>	<b>Term 4</b>
	<b>Overall Teacher Judgement Against Curriculum Level</b>	<b>Overall Teacher Judgement Against Curriculum Level</b>	<b>Overall Teacher Judgement Against Curriculum Level</b>	<b>Overall Teacher Judgement Against Curriculum Level</b>
<b>Achieved Target</b> <b>(Accelerated progress +12 months)</b>				<b>64% (7/11)</b>
<b>Made Progress &amp; On Track</b> <b>(Projecting to achieve target by end of the year)</b>	<b>55% (6/11)</b>	<b>73% (8/11)</b>	<b>73% (8/11)</b>	
<b>Made Some Progress</b> <b>(Not tracking towards achieving target)</b>	<b>45% (5/11)</b>	<b>27% (3/11)</b>	<b>27% (3/11)</b>	<b>36% (4/11)</b>

### End of year analysis...

- Five of the students are also in the reading target group and six of the students are also in the mathematics target group.
- Of the seven students who achieved the target, one \* made rapid progress during Term 4 moving from “not tracking to achieve” to “achieved” and another not only achieved the target but is now working above the curriculum expectation.
- Of the four students who did not make accelerated progress, three are 3rd wave learners.
- Of the four students who did not achieve the target, two made one year's progress (but not accelerated learning) and the other two made less than one year's progress. The two who made less than one year's progress dropped from ‘on track’ to ‘not achieved’.

### Reasons for variance...

- COVID related disruptions to wellbeing and learning.
- Continued understanding of 3rd wave learners and strategies to shift their learning.
- Two students who did not achieve the target made 12 months progress which was an achievement and to be celebrated.
- Of the two students who made less than 12 months progress, one is a 3rd wave learner and the other was an unexpected end of year result.

### Where to next...

- The four students who did not achieve the target will continue to be target (intervention focused) learners in 2021.
- The student who unexpectedly made less than 12 months progress will be the subject of an inquiry by the SENCo to determine factors that contributed towards this result and strategies for progressing their learning.

## Strategic Aim 1

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.

### Target 1:2.3 (Mathematics)

All students not yet achieving curriculum expectations in **mathematics** will make more than one year's progress by the end of 2020.

Actions & Outcomes for Target 1:2.3	Time	Who	Progress Towards Outcomes
Students will show an understanding of the correlation between reading, writing and mathematics.	Ongoing	Teachers SLT	Integrated programmes implemented. Spatial Reasoning curriculum links all learning areas. 'Wilky Way Maths' licence purchased to support programmes. Emphasis was made on the language of mathematics in Term 4.
Data will show the effectiveness, or otherwise, of innovative approaches.	Termly	Teachers SLT	Delayed due to COVID-19. At the end of Term 1, the majority of maths target students were not yet meeting curriculum expectations. Term 3's data shows an improvement with less than 40% of target students not yet meeting expectations.
Programmes and interventions will be adapted based on teacher observation and termly data.	Ongoing	Teachers SLT	Delayed due to COVID-19. Feedback from PLD Provider & Staff Meeting discussions show staff are more aware of the requirements and concepts of the spatial reasoning rubrics. Rubrics review with PLD Provider included the addition of assessment types and achievement criteria.
Evidence of problem solving will show in planning as well as links to other mathematical strands.	Ongoing	Teachers	Delayed due to COVID-19. Terms 2 & 3 Spatial Reasoning rubrics were used for planning with some links to NZ Curriculum Achievement Objectives. This practice became more routine during Term 4 with a greater teacher understanding of how the rubrics integrate into the curriculum. This is evidenced by team planning being framed around the spatial reasoning rubrics along with the NZC.
Students will make accelerated learning in mathematics.	Term 4	Teachers	Initial data from Term 2 indicated that all students "held the line" during lockdown. Term 4's data looks concerning based on the low numbers that achieve this goal (38%), however, another 38% made one year's progress, just not accelerated learning. Of concern, 25% (4 students) did not move a Curriculum Sub Level. School leadership will be working closely with teachers and whanau to monitor and support these learners who will be represented in a 2021 target group.

## Overall Teacher Judgement (OTJ) Towards Target 1.2.2 (Mathematics)

All students not yet achieving curriculum expectations in **mathematics** will make more than one year's progress by the end of 2020.

<b>Overall Teacher Judgement (OTJ)</b> <i>Based on assessment data, student work samples, observation and teacher conferencing.</i>	<b>Term 1 Overall Teacher Judgement Against Curriculum Level</b>	<b>Term 2 Overall Teacher Judgement Against Curriculum Level</b>	<b>Term 3 Overall Teacher Judgement Against Curriculum Level</b>	<b>Term 4 Overall Teacher Judgement Against Curriculum Level</b>
<b>Achieved Target (Accelerated progress +12 months)</b>				<b>38% (6/16)</b>
<b>Made Progress &amp; On Track (Projecting to achieve target by end of the year)</b>	<b>31% (5/16)</b>	<b>50% (8/16)</b>	<b>69% (11/16)</b>	
<b>Made Some Progress (Not tracking towards achieving target)</b>	<b>69% (11/16)</b>	<b>50% (8/16)</b>	<b>31% (5/16)</b>	<b>62% (10/16)</b>

End of year analysis...

- Six of the students are also in the reading and writing target groups. Four of these students are represented in all three target groups.
- Of the four students represented in every target group, one did not achieve the target in all areas (this child is both ESOL and a 3rd wave learner).
- Of the six students who were making progress towards achieving the target and have subsequently not achieved accelerated progress, all are 3rd wave learners and five have made 12 months progress and remain only 1 sub level below where we would like them to be. One made less than a year's progress.
- Of the 10 students who did not achieve the target, four made less than one year's progress.

Reasons for variance...

- COVID related disruptions to wellbeing and learning.
- Continued understanding of 3rd wave learners and strategies to shift their learning.
- Six of the ten students who did not achieve the target made 12 months progress which was an achievement and to be celebrated.
- Four students who did not achieve the target and made less than 12 months progress all four are 3rd wave learners, one of whom experienced a difficult family situation during 2020.

Where to next...

- The learners who did not achieve the target will continue to be target (intervention focused) learners in 2021.



## **Strategic Aim 2**

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

### **Key Objective 2**

Community partnerships will be established to strengthen cultural responsiveness and establish functional, effective and interactive communities.

#### **Target 2:2.1**

Māori and Pasifika language, culture, values and identity will be celebrated and visible.

#### **Actions for Target 2:2.1**

Language weeks/significant cultural celebrations will be actively observed (Maori, Samoan, Tongan).

Delayed due to COVID-19. Māori Language week observed including lunchtime karakia kia, waiata & fun and games with poi.

Whole school participated in the Maori Language commission 2020 "Kotahi i te Miriona" as part of Te wiki o te reo Maori on 14/09.

Samoan White Sunday Special Assembly with guest speaker - Pastor Heker Robertson (MCS Parent/MCS Fono Member)

Kapa Haka group will lead the school when learning waiata (e.g. during assemblies, teams).

Delayed due to COVID-19. Kapa Haka group 44 students strong from Term 3 (28% of school) with regular attendance and positive engagement.

List of waiata and karakia created and being implemented over time.

Integrated presentation at Celebration Evening (Prizegiving) along with the choir.

20 Kakahu were purchased for Kapa Haka to be worn during special performances and on appropriate occasions.

Maori taonga (treasures) will be understood, created and displayed.

Delayed due to COVID-19. Te Reo PLD a termly component in staff meetings which includes teachers being provided with cultural tasks to undertake with their classes.

Intentionally include cultural greetings, proverbs and learnings in school comms.

Newsletters and phone greeting include Te Reo Māori. Kanohi te kanohi (nose to nose/face to face) was outworked during lockdown with connections via Google Classrooms/Chat/Zoom etc.

#### **Measurable Outcomes for Target 2:2.1**

Significant cultural celebrations will be actively observed.

Matariki theme for Wearable Arts and studied during online learning (lockdown).

Māori Language Week celebrated with daily karakia, waiata, poi.

Samoan White Sunday Special Assembly held.

Missions will be cognisant of cultural responsiveness / Waiata will be led by the Kapa Haka group during assembly, once per term / Maori artists, icons and symbols will be included within termly planning and actions / Cultural greetings, proverbs and/or learnings will be evident within all team planning and school comms.

Loss of opportunity due to COVID-19.

All school performances will be culturally appropriate.

Matariki was celebrated through the Wearable Arts and Māori tikanga followed when planning and implementing 'Grandparents/Kaumātua' Day during Term 3 and Celebration Evening during Term 4.

### **Strategic Aim 3**

Maranatha Christian School will provide a Christ-Centred education that equips students to walk as confident Christians in a secular world.

### **Key Objective 1**

Students will develop confidence in their faith, knowing their identity in Christ.

### **Target 3:1.1**

Teachers will implement the Special Character Progressions within their classroom and team programmes.

### **Actions for Target 3:1.1**

Professional Development on the progressions provided by the MCS Special Character Curriculum Team.

Special Character (internal) PLD has continued with a focus on Special Character Progressions around Biblical Knowledge, Practical Handling of the Scripture, A Worshipful Life and Prayer. Special Character is a termly component in staff meetings, designed to share practice, embed new learning and review the progressional documents.

Special Character Progressions will be implemented within classroom and team programmes.

Special Character Progressions are currently being used to guide devotional planning which includes a bible study scaffold.

Teachers will reflect on their use of the progressions.

Loss of opportunity due to COVID-19.

### **Measurable Outcomes for Target 3:1.1**

PLD responsive to teacher reflections.

PLD currently responds to teacher reflections specifically in regards to practical handling of the scripture.

Progressions will be evident within the classroom and team planning.

Special Character Progressions are currently being used to guide devotional planning which includes a bible study scaffold.

Special Character reflections will be recorded in the Reflection Document.

Loss of opportunity due to COVID-19.

### **Strategic Aim 3**

Maranatha Christian School will provide a Christ-Centred education that equips students to walk as confident Christians in a secular world..

### **Key Objective 3**

Students will be equipped to use their God-given talents to impact society for good.

### **Target 3:3.1**

Students will be given a range of opportunities to develop and use their gifts and talents to impact society for God.

### **Actions for Target 3:3.1**

Students will be given opportunities to lead team and whole school devotions to develop skills and competencies required for outreach.

Delayed due to COVID-19. Students in some classes were able to lead devotions. This will be reintroduced in 2021.

Outreach opportunities will be provided through avenues such as Missions and Ministries, Choir, Kapa Haka, Dance & Student Council. (Link to Target 2:1.1) The Student Council established. Missions & Ministries undertaken during Term 3 with a focus on honouring the elderly 'Grandparents/Kaumātua' Day . The choir was active throughout lockdown and Senior Team performances of 'Come Inside' shared a strong message on the importance of living out Christ's Values. The performance was viewed by the Maranatha Christian School community as well as invited guests from other Christian Schools in our local network.

Staff and Student Council will evaluate the outreach programme and suggest new ideas.

Loss of opportunity due to COVID-19.

### **Measurable Outcomes for Target 3:1.1**

Students will take the opportunity to develop their skills and competencies required for outreach (Serve by Love, Love to Serve).

Loss of opportunity due to COVID-19. Missions & Ministries programme and Senior Team Performances of 'Come Inside' were the main outreach in 2020.

Outreach opportunities will serve to increase the gifts, talents and skills of the students while being meaningful for recipients.

Bake sale for Yemen organised by a student and her family.

Kakariki students created letters to thank Essential Workers at local supermarkets

Missions & Ministries programmes and during Senior Team Performances of 'Come Inside'.

Requests from the community will be received by Maranatha Christian School to engage in outreach with their organisation/s.

Shona McFarlane Retirement Village requested choir and dance ministry teams to run their Easter Service (Cancelled due to COVID-19).

Request received during Term 3 for MCS to run the Shona McFarlane Christmas Service. This was unable to proceed due to the COVID restrictions at the time.

**End of Report**