



# St. Patrick's School Katanning

## CATHOLIC SCHOOL IMPROVEMENT PLAN

2022

### CEWA'S VISION

Catholic Education WA is a Christ-centred and child-focused community of engaged learning environments, inspiring all to actively live the Gospel.

### SCHOOL'S VISION

To provide a safe learning environment, illuminated by faith, in which all students thrive.

## CORE VALUES- 'CONCERN'

Concern for God  
Concern for others  
Concern for self

# St. Patrick's School Katanning

STRATEGIC INTENTS | 2022 – 2024

Strategic intents should be drawn from and complementary to CECWA's Strategic Directions (2019-2023) with the necessary alignment and recognition to the context of the school. Strategic intents are developed through a school-wide consultative process. The strategic intents are broad goals and success factors that can be articulated in more detail and action through the iterative School Improvement Plan. Through the cycle of strategic planning, when CECWA's Strategic Directions are renewed, a school will factor this in when its next cycle of strategic consultation and generation of new intents over a three-year period occurs.



## CATHOLIC IDENTITY Inspiring Christ-centred Leaders

Goal(s):	Success Indicators:	Links to QCE Elements:
Promote connection to our school's mission and tradition, while promoting personal values in line with our Catholic perspective.	Members of the community being able to explain how they contribute to the traditional mission of our school. St. Pat's personal values becoming defined and developed.	Catholic Identity 1.1e
Increased focus on service to others and community involvement.	Structured 'service' program in place, with a system developed for ensuring increased community involvement for students of all ages.	Catholic identity 1.1d



## EDUCATION Catholic Schools of Excellence

Goal(s):	Success Indicators:	Links to QCE Elements:
Identify and implement best pedagogical practice for our current context.	Development of a 'Vision for Learning' document. Evidence of positive growth in the achievement of all students from 2022-2024.	Education 2.3c
Increased focus on individualised learning, with maximum positive educational impact for each child.	Development of a range of individualised education plans, with evidence collected that all demographics of students are making positive growth.	Education 2.3e



## COMMUNITY Catholic Pastoral Communities

Goal(s):	Success Indicators:	Links to QCE Elements:
Facilitate increased engagement between the school and all families.	A diverse representation of parents/carers present at school events and active on the P&F and other school bodies.	Community 3.2
Create opportunities for increased partnership between school and the local community.	Students to be a more frequent presence at community events and activities, with community members and organisations more frequently engaged with the school.	Community 3.3b



## STEWARDSHIP Accessible, Affordable and Sustainable System of Schools

Goal(s):	Success Indicators:	Links to QCE Elements:
Identify and implement a plan for school promotion, focusing on affordability.	A promotion/marketing plan has been created and enacted, with input from all key stakeholders.	Stewardship 4.3a
Grow our reputation as a school with a modern educational approach and with contemporary facilities and resources.	Increased presence of a 21 <sup>st</sup> -century learning pedagogy in the school. Evidence of strategically refreshing our facilities and resources.	Stewardship 4.3a



In considering the school's Strategic Intentions over the next three years in Catholic Identity, Education, Community and Stewardship, together with the iterative Improvement Goals (collectively the Catholic School Improvement Plan), priority also needs to be placed on identifying faith formation and mission objectives. These are the foundation to any school improvement goal setting and can permeate across all four pillars.

It is recommended schools focus on three goals across a three-year period. The template below has been provided to schools at Evangelisation Planning workshops over the past 4-5 years and may be modified to suit the school's context. It is primarily based on staff formation because staff cannot effectively evangelise students unless they themselves are suitably formed. The following link to the [Accreditation for CEWA SharePoint](#) may provide a valuable resource for schools. This plan should be reviewed annually and schools are encouraged to utilise support from CEWA's Faith Formation Team. These goals are to be incorporated and infused through the Catholic School Improvement Plan.

## STAFF Formation Planning 2022

Focus Area	Improvement Goals	Relevant Actions	Timeframe	Resources	Success Indicators	Monitoring and Progress
<b>WITNESS</b> <ul style="list-style-type: none"> <li>Examples of expressing the divine within</li> <li>Raising awareness of the presence of Jesus</li> </ul>	Increased understanding of the meaning and symbolism of the Mass and liturgy	Discussion, seeking and sharing of knowledge, at PLC, Staff PL etc	2022- identify and prepare opportunities for staff to engage in this focus area	School and CEWA staff with expertise. Father Gerome and knowledgeable parishioners. Official church documents and resources	Increased reverence in participation in prayer and liturgy by both staff and students	Schedule regular check-ins on our staff formation plan throughout 2022 (at least once a term)
<b>CALL TO FAITH</b> <ul style="list-style-type: none"> <li>Themes</li> <li>Beliefs</li> </ul>	Create increased and more meaningful opportunities for staff to explore and solidify their personal faith	Schedule time for staff to engage in valuable faith development and analysis and plan/prepare these experiences appropriately	2022- faith development experiences to be in place	School, church and CEWA staff with expertise	Evidence of a clear faith-position influencing staff conversations and decision-making	Schedule regular check-ins on our staff formation plan throughout 2022 (at least once a term)
<b>CALL TO GROW IN DISCIPLESHIP</b> <ul style="list-style-type: none"> <li>Apostle's Creed</li> <li>Sacraments</li> <li>Life in Christ</li> <li>Christian Prayer</li> </ul>	Embed the Making Jesus Real program, while seeking to make it increasingly impactful and valuable for our school community	Prioritise staff training, collaboration and discussion in the MJR program	2022- identify and prepare opportunities for staff to engage in this focus area	MJR website, staff from other schools further ahead in their MJR journey	Increased presence of the language and values of MJR evident in our students	Schedule regular check-ins on our staff formation plan throughout 2022 (at least once a term)

# Improvement Goals

School: \_\_\_\_\_

Year: \_\_\_\_\_

The Improvement Goals are not intended to capture all the strategic activities of a school but rather prioritise the key areas of focus that will have the highest impact on realising sustained and relevant improvement. Schools are encouraged to limit the number of goals established to maximise depth and impact of strategy. Similarly, this is an iterative document that aligns with the ongoing nature of change that occurs in a school in order to embed processes and practices that lead to a quality Catholic education. Regular monitoring, review and updating of these goals is encouraged and schools may find the addition of notes and/or appendices to capture significant milestones and achievements useful in celebrating success and establishing the next iteration of improvement goals.

There is an expectation that at least one goal for Aboriginal education and Early Years education (if relevant) be included.

## INFORMED BY EVIDENCE FROM

- Staff Formation Planning
- Quality Catholic Education guiding principles, frameworks and processes
- CECWA Strategic Directions (2019-2023)
- School Strategic Plan
- National Quality Standard (NQS) Audit
- Aboriginal Education / AEIM: Aboriginal Education Improvement Map
- Curriculum requirements
- Student data analysis, e.g. Power BI & other achievement data, attendance, wellbeing etc.
- School Cyclic Review
- School Climate Survey
- Technology Integration Matrix (TIMS) / Technology Uses and Perceptions Survey (TUPS)
- School improvement processes

### ONGOING EVALUATION



Spiral of Inquiry (Halbert & Kaser 2014)

# CATHOLIC IDENTITY Inspiring Christ-centred Leaders

Improvement Goals	Relevant Actions	Timeframe	Resources	Success Indicators	Monitoring Process and Progress
<i>Performance &amp; development goal to be achieved (stated simply).</i>	<i>What actions will we take to achieve the goal?</i>	<i>What are the timeframe milestones? Timeframe within which the goal will be achieved.</i>	<i>Support/resources that will be required to achieve the goal. Key school-based personnel who will be engaged.</i>	<i>How will we know we have been successful (quantitative and measurable)?</i>	<i>Who is the staff member who will ensure we are on track and have not taken our eyes off the goals? When/how regularly will this be done? How will this be done?</i>
<b>MJR</b> -embed the MJR program as a key part of school culture and identity.	<ul style="list-style-type: none"> <li>• Introduction of Patrick the Python/MJR nominations as an incentive for students to embrace the MJR ethos.</li> <li>• Establishment of an MJR 'Passion Project' team to oversee a MJR implementation plan for moving forward.</li> </ul>	<ul style="list-style-type: none"> <li>• Patrick to be awarded as of the middle of Term 1.</li> <li>• MJR Passion Project team to be identified before the beginning of the year and to develop an implementation plan over the course of the year.</li> </ul>	<ul style="list-style-type: none"> <li>• MJR website, TEAMs page, podcasts</li> <li>• Staff from other schools who have implemented MJR</li> <li>• Father Jerome- encourage him to introduce some MJR into School Masses.</li> <li>• MJR Passion Project team to work with other staff</li> </ul>	<ul style="list-style-type: none"> <li>• A MJR implementation plan to be in place.</li> <li>• An observable difference in school culture, with the language and habits of MJR increasingly present.</li> <li>• A sense of enthusiasm for being awarded Patrick to be observable in the students.</li> </ul>	Brett and Emily (MJR Passion Project team) to review/monitor progress at the middle and end of each term.
<b>Service</b> - as stipulated in our Evangelisation Plan, develop an increased focus on being witnesses to our faith through acts of service in our community.	<ul style="list-style-type: none"> <li>• Re-implementation of the 'Signs of the Times' service initiative, run as a whole school through the 'Gathering' times.</li> <li>• Participation in a day of service to celebrate Mary MacKillop Feast day.</li> <li>• Establishment of a Passion Project group to focus on service and community engagement.</li> </ul>	<ul style="list-style-type: none"> <li>• Signs of the Times to be implemented at each Gathering (beginning with the first Gathering of 2022.</li> <li>• 8<sup>th</sup> August- Mackillop Feast Day service activities to occur.</li> <li>• Passion project team to be identified before beginning of year, meeting at regular intervals.</li> </ul>	<ul style="list-style-type: none"> <li>• Signs of the Times process document.</li> <li>• Other schools with an established service program</li> <li>• Establishing/strengthening links between current staff and members of local community.</li> </ul>	<ul style="list-style-type: none"> <li>• Signs of the Times implemented, culminating in day of service on Mackillop Day.</li> <li>• Passion project team able to identify additional community involvement opportunities for students that took place in 2022.</li> </ul>	<ul style="list-style-type: none"> <li>• Passion Project team to review/monitor progress at the middle and end of each term.</li> <li>• Brett to update staff after each Gathering as to where the student are at with Signs of the Times.</li> </ul>

# EDUCATION Catholic Schools of Excellence

Improvement Goals	Relevant Actions	Timeframe	Resources	Success Indicators	Monitoring Process and Progress
<i>Performance &amp; development goal to be achieved (stated simply).</i>	<i>What actions will we take to achieve the goal?</i>	<i>What are the timeframe milestones? Timeframe within which the goal will be achieved.</i>	<i>Support/resources that will be required to achieve the goal. Key school-based personnel who will be engaged.</i>	<i>How will we know we have been successful (quantitative and measurable)?</i>	<i>Who is the staff member who will ensure we are on track and have not taken our eyes off the goals? When/how regularly will this be done? How will this be done?</i>
<p><b>Mathematics-</b> identify the reasons why some of our assessment data in Mathematics is weaker than in other learning areas and develop a plan to address any weak areas in performance individuals and across the school.</p>	<ul style="list-style-type: none"> <li>Through PLCs and PL days, identify individuals of concern in regard to Mathematics achievement, school-wide trends of concern and any conceptual gaps that can be addressed.</li> <li>Develop and implement a plan to increase the achievement of individuals and the school in Mathematics.</li> </ul>	<ul style="list-style-type: none"> <li>Analysis to occur in Term One, through PLC and PL time.</li> <li>Terms 2-4- develop and implement a plan for increasing achievement in Mathematics.</li> </ul>	<ul style="list-style-type: none"> <li>Ben Saulsman (CEWA Maths Consultant)</li> <li>Sue Weatherhead (iMaths Consultant)</li> <li>Standardised testing data</li> <li>Shared expertise of current staff</li> </ul>	<ul style="list-style-type: none"> <li>A significant majority of students to show growth in the majority of aspects of Mathematics, over the next two years, as indicated through NAPLAN, PAT and other forms of assessment data.</li> </ul>	<ul style="list-style-type: none"> <li>Frequent conversations and data analysis at PLCs throughout the year.</li> </ul>
<p><b>Vision for Learning-</b> develop a Vision for Learning document for implementation across the school, creating a renewed sense of commitment to an agreed pedagogical approach.</p>	<ul style="list-style-type: none"> <li>Continue the work of developing the Vision for Learning document, which was begun at the end of 2021.</li> <li>Develop processes to ensure we are accountable to the document moving forward.</li> </ul>	<ul style="list-style-type: none"> <li>Complete the Vision for Learning document before end of Semester One.</li> <li>By end of Semester Two, implement the document across the school, with accountability measures established.</li> </ul>	<ul style="list-style-type: none"> <li>CEWA staff (especially Liz Harper) to assist with the process.</li> <li>Existing St Pat's documents to be a source of guidance (ECE Philosophy Statement, T&amp;L Handbook).</li> </ul>	<ul style="list-style-type: none"> <li>Vision for Learning document to be completed and published by end of Semester One.</li> <li>Evidence collected in Semester Two that the Vision is influencing the teaching and learning practices of the school.</li> </ul>	<ul style="list-style-type: none"> <li>PLC time to be devoted to the creation of the Vision in S1.</li> <li>An accountability process to be established to work through in S2.</li> </ul>
<p><b>ECE Focus-</b> increase in student agency, as well as the quality and amount of feedback provided to ECE students, as a means of capitalising on small class sizes.</p>	<ul style="list-style-type: none"> <li>Student agency and feedback to be a key focus of weekly ECE meetings and PL opportunities.</li> <li>Specific actions to be identified through our PL and ECE meetings, with accountability for their implementation.</li> </ul>	<ul style="list-style-type: none"> <li>By end of Term 1, identify some strategies to implement that are likely to improve student agency and quality of feedback in ECE.</li> <li>Terms 2-4- undergo a cycle of implementation, review, plan-in relation to our ECE focus.</li> </ul>	<ul style="list-style-type: none"> <li>Jan Flemming and other ECE staff.</li> <li>Ideas from other school who have had a similar ECE focus</li> <li>EYLF and NQS documents.</li> </ul>	<ul style="list-style-type: none"> <li>Evidence collected before the end of the year that particular ideas have been trialed and reviewed.</li> </ul>	<ul style="list-style-type: none"> <li>Weekly monitoring through our ECE meetings.</li> <li>Major review of our progress to occur at end of 2022, to identify our direction moving forward.</li> </ul>

## COMMUNITY Catholic Pastoral Communities

Improvement Goals	Relevant Actions	Timeframe	Resources	Success Indicators	Monitoring Process and Progress
<i>Performance &amp; development goal to be achieved (stated simply).</i>	<i>What actions will we take to achieve the goal?</i>	<i>What are the timeframe milestones? Timeframe within which the goal will be achieved.</i>	<i>Support/resources that will be required to achieve the goal. Key school-based personnel who will be engaged.</i>	<i>How will we know we have been successful (quantitative and measurable)?</i>	<i>Who is the staff member who will ensure we are on track and have not taken our eyes off the goals? When/how regularly will this be done? How will this be done?</i>
<p><b>EAL/D Engagement-</b> facilitate better engagement and communication with our EAL/D families, so they feel more comfortable being engaged with the school, while also feeling that their culture is valued and celebrated.</p>	<ul style="list-style-type: none"> <li>Establishment of an EAL/D Passion Project team, to create and facilitate an EAL/D engagement plan.</li> </ul>	<ul style="list-style-type: none"> <li>Term 1- suitable EAL/D engagement strategies identified.</li> <li>Term 2-4- EAL/D engagement strategies to be implemented.</li> <li>Term 4- review of what worked and didn't work and where to next.</li> </ul>	<ul style="list-style-type: none"> <li>CEWA consultant support</li> <li>Local ethnic community groups</li> <li>Experience of other CEWA schools with a high proportion of EAL/D students</li> </ul>	<ul style="list-style-type: none"> <li>Increased communication exists between the school and our EAL/D families, in appropriate formats.</li> <li>Observation of increased presence of our EAL/D families in school activities.</li> </ul>	<ul style="list-style-type: none"> <li>EAL/D passion project team to meet middle and end of each term to review effectiveness of engagement strategies.</li> </ul>
<p><b>Increase connection between families and the school community (P&amp;F class reps)-</b> encourage families who are disengaged with the school to forge a greater connection with the school and with other families within the school.</p>	<ul style="list-style-type: none"> <li>At P&amp;F meetings, identify and implement strategies to encourage families with limited engagement with the school to become more involved. This may involve the increased use of P&amp;F class reps.</li> <li>As a staff identify ways in which we can support the P&amp;F in engaging an increased number of families with the school.</li> </ul>	<ul style="list-style-type: none"> <li>Term 1- suitable engagement strategies identified, with role of class reps clarified and individuals chosen to be the class reps.</li> <li>Terms 2-4 engagement strategies to be implemented</li> </ul>	<ul style="list-style-type: none"> <li>P&amp;F</li> <li>Experience of other CEWA schools in engaging with families.</li> </ul>	<ul style="list-style-type: none"> <li>Increased attendance at P&amp;F Meetings and school social events</li> <li>Some different parents to usual filling various volunteer positions within the school</li> </ul>	<ul style="list-style-type: none"> <li>Review success at each P&amp;F meeting during the year</li> </ul>

## STEWARDSHIP Accessible, Affordable and Sustainable System of Schools

Improvement Goals	Relevant Actions	Timeframe	Resources	Success Indicators	Monitoring Process and Progress
<i>Performance &amp; development goal to be achieved (stated simply).</i>	<i>What actions will we take to achieve the goal?</i>	<i>What are the timeframe milestones? Timeframe within which the goal will be achieved.</i>	<i>Support/resources that will be required to achieve the goal. Key school-based personnel who will be engaged.</i>	<i>How will we know we have been successful (quantitative and measurable)?</i>	<i>Who is the staff member who will ensure we are on track and have not taken our eyes off the goals? When/how regularly will this be done? How will this be done?</i>
<b>Aboriginal Education-</b> continue to develop the cultural competency of staff, but to start tangibly implementing this competency within the school and community.	<ul style="list-style-type: none"> <li>Implement appropriate PL opportunities in Semester 1 to continue to enhance the cultural competency of staff.</li> <li>Identify practical ways that increased cultural competency will influence our practices within the school and community and begin to implement.</li> </ul>	<ul style="list-style-type: none"> <li>Semester 1- identify and implement appropriate PL opportunities for staff, designed to develop cultural competence.</li> <li>Semester 2- identify and begin to implement practical ways that increased cultural competency will influence our practices within the school and community.</li> </ul>	<ul style="list-style-type: none"> <li>Leon Ridgeway (CEWA consultant)</li> <li>Other CEWA schools who have had success in this area.</li> <li>Relevant members of the local ATSI community.</li> <li>PL programs as recommended by experts in the field.</li> </ul>	<ul style="list-style-type: none"> <li>Semester 2- as a school, be able to identify practical ways in which our practices have changed in accordance with increased cultural competence.</li> <li>Improved results on the AEIM as a school at the end of 2022.</li> </ul>	<ul style="list-style-type: none"> <li>Schedule regular opportunities through PLCs to engage with this focus area.</li> <li>Re-sit the AEIM as a school at the end of 2022 to gauge progress.</li> </ul>
<b>Low Fee Initiative/School Marketing-</b> identify ways to use promotion of our reduced fees as a means of increasing student enrolments through effective marketing.	<ul style="list-style-type: none"> <li>With staff, CEWA personnel and parents, identify the most appropriate and effective means of promoting the affordability of St. Patrick's.</li> <li>Create and implement specific measures that can be taken to encourage more community members to become familiar with our school and what it offers (virtual tours etc).</li> </ul>	<ul style="list-style-type: none"> <li>Term 1- identify the best, realistic, marketing strategies with which to promote our reduced school fees.</li> <li>Term 1- create a marketing plan designed to make community members more familiar with the school and what it offers.</li> <li>Terms 2-4- implement and review the effectiveness of the marketing plan.</li> </ul>	<ul style="list-style-type: none"> <li>CEWA marketing team</li> <li>Current parents- what is their perspective and role in the marketing of our school?</li> <li>Examples of effective marketing in other CEWA schools</li> </ul>	<ul style="list-style-type: none"> <li>Increased enrolments (and enquiries/engagements with the school) evident.</li> <li>An annual marketing plan to be in existence, with review at the end of each year.</li> </ul>	<ul style="list-style-type: none"> <li>Regular review through the monthly SAC meetings</li> </ul>

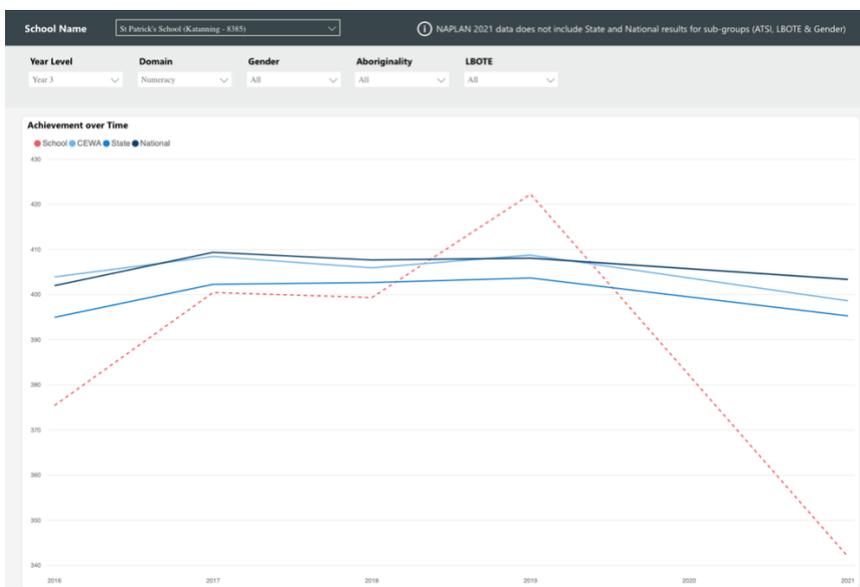
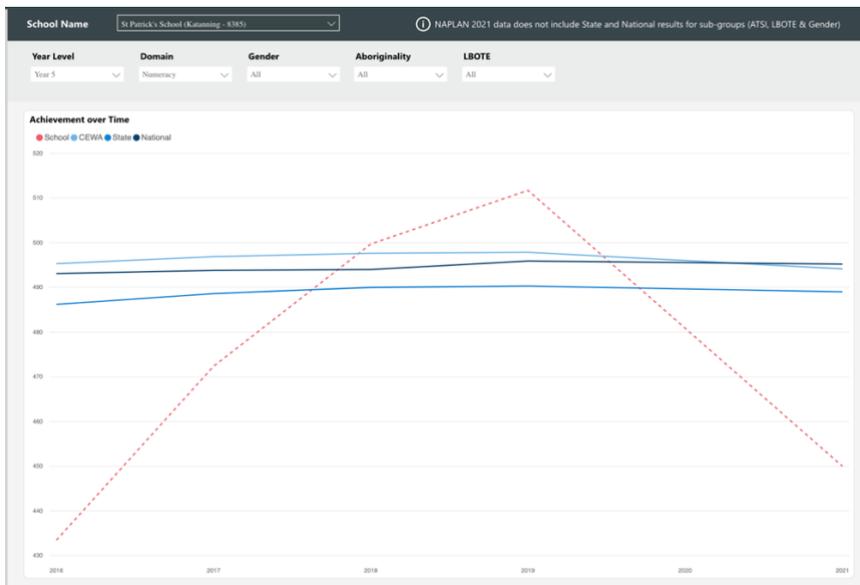




# ASSESSMENT DATA ANALYSIS for 2022

CSIP Goal 2022 (Education): Mathematics- identify the reasons why some of our assessment data in Mathematics is weaker than in other learning areas and develop a plan to address any weak areas in performance individuals and across the school.

## NAPLAN DATA (Numeracy)



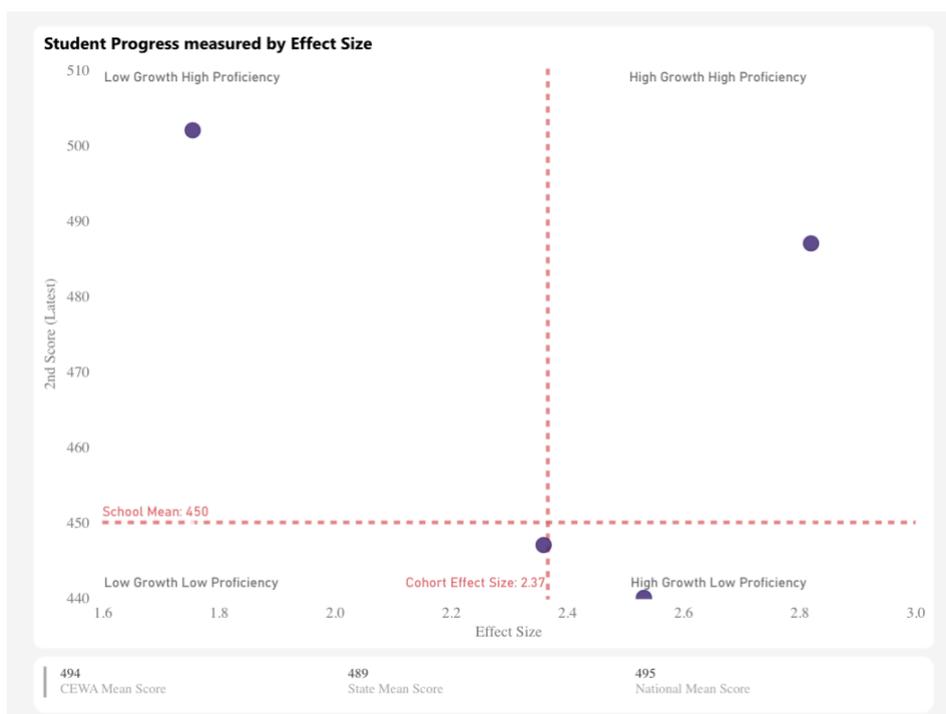
Our data for Year 5 Numeracy showed strong gains from 2016-2019, but a significant decline from 2019-2021. As our 2021 cohort of Year 5s was a total of just four students, it is important to note that this data is based on a very small sample of students.

It is worth noting, though, that our Year 3 Numeracy data shows a similar trend from 2016-2021.

### Mean Score Comparison for selected Domain

Year	School	CEWA	State	National
<b>2021</b>				
Y03	342	399	395	403
Y05	450	494	489	495
<b>2019</b>				
Y03	422	409	404	408
Y05	512	498	490	496

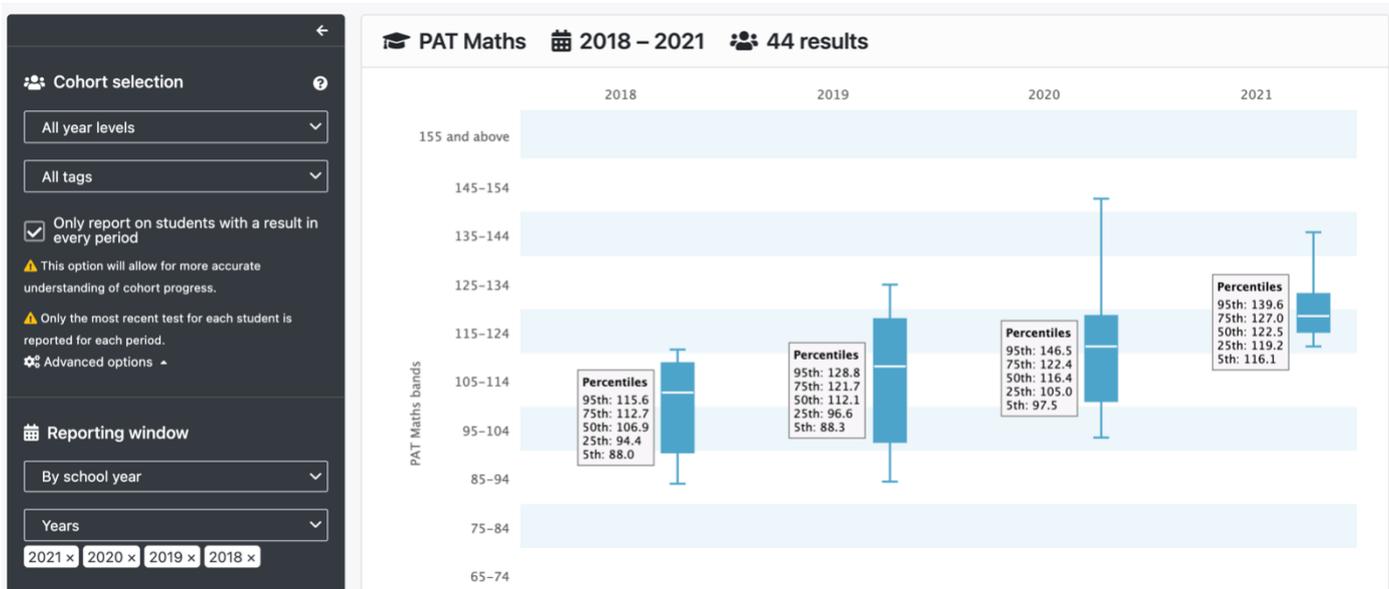
The 'Mean Score Comparison' data also shows our decline in Numeracy performance, having gone from significantly above comparators in 2019 to significantly below in 2021.



Year 3				Year 5			
2019				2021			
Score	Gain	Band	Band Var	Score	Gain	Band	Band Var
352		3		440	88	5	2
365		3		447	82	5	2
389		4		487	98	6	2
				374		3	
441		5		502	61	6	1

When looking at individual student growth from Year 3 2019 to Year 5 2021, it is notable that the majority of the cohort has shown good growth in achievement during that period. This particular cohort has had significant change in personnel from 2019 to 2022, making it difficult to track meaningful trends.

## PAT MATHS DATA



The chart above reflects the 44 students who have completed PAT Maths assessment each year from 2018-2021. This indicates that good growth has been made in Numeracy.

As the NAPLAN and PAT Maths data present somewhat different indications of our performance in Numeracy, our academic focus for 2022 will be to collect and analyse more data sources for achievement in Numeracy and to identify the particular mathematical concepts/skills that our students would benefit most from focusing on.

# PAT MATHS DATA ANALYSIS 2021

## Item Analysis

Year 1- questions with 40% or less of students correct

question	concept	% correct	difficulty level
5	<ol style="list-style-type: none"> <li><b>Strand:</b> Number</li> <li><b>Sub-strand:</b> Money and financial mathematics</li> <li><b>Description:</b> Recognises the coins that give a small total amount of money (\$1)</li> </ol>	10	96
25	<ol style="list-style-type: none"> <li><b>Strand:</b> Measurement</li> <li><b>Sub-strand:</b> Using units of measurement</li> <li><b>Description:</b> Describes duration using hours</li> </ol>	10	116
30	<ol style="list-style-type: none"> <li><b>Strand:</b> Statistics</li> <li><b>Sub-strand:</b> Data representation and interpretation</li> <li><b>Description:</b> Decides the best question to ask for a simple survey</li> </ol>	10	108
12	<ol style="list-style-type: none"> <li><b>Strand:</b> Number</li> <li><b>Sub-strand:</b> Fractions and decimals</li> <li><b>Description:</b> Calculates half of a small even number</li> </ol>	15	101
9	<ol style="list-style-type: none"> <li><b>Strand:</b> Number</li> <li><b>Sub-strand:</b> Number and place value</li> <li><b>Description:</b> Finds the fourth number in a sequence</li> </ol>	20	99
23	<ol style="list-style-type: none"> <li><b>Strand:</b> Measurement</li> <li><b>Sub-strand:</b> Using units of measurement</li> <li><b>Description:</b> Reads time on a clock face to the half hour</li> </ol>	20	100
4	<ol style="list-style-type: none"> <li><b>Strand:</b> Number</li> <li><b>Sub-strand:</b> Number and place value</li> <li><b>Description:</b> Puts 1-digit and 2-digit numbers in order</li> </ol>	30	96
24	<ol style="list-style-type: none"> <li><b>Strand:</b> Measurement</li> <li><b>Sub-strand:</b> Using units of measurement</li> <li><b>Description:</b> Selects the shape that covers the fewest grid squares</li> </ol>	30	104
29	<ol style="list-style-type: none"> <li><b>Strand:</b> Statistics</li> <li><b>Sub-strand:</b> Data representation and interpretation</li> <li><b>Description:</b> Reads a picture graph where the symbol stands for 1 unit</li> </ol>	30	102
13	<ol style="list-style-type: none"> <li><b>Strand:</b> Number</li> <li><b>Sub-strand:</b> Number and place value</li> <li><b>Description:</b> Solves a simple word problem by subtracting 2-digit numbers</li> </ol>	35	103
20	<ol style="list-style-type: none"> <li><b>Strand:</b> Geometry</li> <li><b>Sub-strand:</b> Location and transformation</li> <li><b>Description:</b> Follows a path using left turn, right turn</li> </ol>	35	99

7	<ol style="list-style-type: none"> <li>1. <b>Strand:</b> Number</li> <li>2. <b>Sub-strand:</b> Number and place value</li> <li>3. <b>Description:</b> Recognises counting by fours with 2-digit numbers</li> </ol>	40	98
15	<ol style="list-style-type: none"> <li>1. <b>Strand:</b> Number</li> <li>2. <b>Sub-strand:</b> Number and place value</li> <li>3. <b>Description:</b> Interprets a given representation of numbers</li> </ol>	40	108
19	<ol style="list-style-type: none"> <li>1. <b>Strand:</b> Geometry</li> <li>2. <b>Sub-strand:</b> Shape</li> <li>3. <b>Description:</b> Recognises a sphere among other 3D objects</li> </ol>	40	94
22	<ol style="list-style-type: none"> <li>1. <b>Strand:</b> Measurement</li> <li>2. <b>Sub-strand:</b> Using units of measurement</li> <li>3. <b>Description:</b> Uses a calendar to read day of the week for a given date</li> </ol>	40	100

Year 2- questions with 40% or less of students correct

question	concept	% correct	difficulty level
6	<ol style="list-style-type: none"> <li>1. <b>Strand:</b> Number</li> <li>2. <b>Sub-strand:</b> Number and place value</li> <li>3. <b>Description:</b> Works out a simple subtraction problem (95-72)</li> </ol>	0	105
7	<ol style="list-style-type: none"> <li>1. <b>Strand:</b> Number</li> <li>2. <b>Sub-strand:</b> Fractions and decimals</li> <li>3. <b>Description:</b> Works out the cost of half a given quantity</li> </ol>	0	107
10	<ol style="list-style-type: none"> <li>1. <b>Strand:</b> Number</li> <li>2. <b>Sub-strand:</b> Number and place value</li> <li>3. <b>Description:</b> Solves a simple problem requiring addition of two 2-digit numbers</li> </ol>	0	108
11	<ol style="list-style-type: none"> <li>1. <b>Strand:</b> Number</li> <li>2. <b>Sub-strand:</b> Number and place value</li> <li>3. <b>Description:</b> Divides a multiple of 10 by 10</li> </ol>	0	108
15	<ol style="list-style-type: none"> <li>1. <b>Strand:</b> Number</li> <li>2. <b>Sub-strand:</b> Patterns and algebra</li> <li>3. <b>Description:</b> Finds the next term in a number pattern shown visually</li> </ol>	0	116
19	<ol style="list-style-type: none"> <li>1. <b>Strand:</b> Geometry</li> <li>2. <b>Sub-strand:</b> Shape</li> <li>3. <b>Description:</b> Chooses the 2D shape that combines with a given shape to make a square</li> </ol>	0	111

Year 3- questions with 40% or less of students correct

question	concept	% correct	difficulty level
10	<ol style="list-style-type: none"> <li><b>Strand:</b> Number</li> <li><b>Sub-strand:</b> Fractions and decimals</li> <li><b>Description:</b> Recognises <math>\frac{5}{6}</math> shown as shaded segments of equal size</li> </ol>	13	111
20	<ol style="list-style-type: none"> <li><b>Strand:</b> Geometry</li> <li><b>Sub-strand:</b> Shape</li> <li><b>Description:</b> Identifies features of 3D objects</li> </ol>	13	126
26	<ol style="list-style-type: none"> <li><b>Strand:</b> Measurement</li> <li><b>Sub-strand:</b> Using units of measurement</li> <li><b>Description:</b> Compares the areas of compound shapes shown on a grid</li> </ol>	13	120
3	<ol style="list-style-type: none"> <li><b>Strand:</b> Number</li> <li><b>Sub-strand:</b> Fractions and decimals</li> <li><b>Description:</b> Recognises <math>\frac{4}{5}</math> shown as 4 selected from a group of 5</li> </ol>	25	108
6	<ol style="list-style-type: none"> <li><b>Strand:</b> Number</li> <li><b>Sub-strand:</b> Fractions and decimals</li> <li><b>Description:</b> Chooses the fraction notation that shows shaded parts of a whole</li> </ol>	25	105
9	<ol style="list-style-type: none"> <li><b>Strand:</b> Number</li> <li><b>Sub-strand:</b> Patterns and algebra</li> <li><b>Description:</b> Recognises the number that does not fit a doubling pattern</li> </ol>	25	108
12	<ol style="list-style-type: none"> <li><b>Strand:</b> Number</li> <li><b>Sub-strand:</b> Money and financial mathematics</li> <li><b>Description:</b> Uses coins to make up change from \$20</li> </ol>	25	122
13	<ol style="list-style-type: none"> <li><b>Strand:</b> Number</li> <li><b>Sub-strand:</b> Number and place value</li> <li><b>Description:</b> Solves a word problem that includes a simple proportion (twice as many)</li> </ol>	25	123
25	<ol style="list-style-type: none"> <li><b>Strand:</b> Measurement</li> <li><b>Sub-strand:</b> Using units of measurement</li> <li><b>Description:</b> Chooses the clock face that shows the time now, given a later time</li> </ol>	25	114
14	<ol style="list-style-type: none"> <li><b>Strand:</b> Number</li> <li><b>Sub-strand:</b> Number and place value</li> <li><b>Description:</b> Solves a problem where one person gives to another so that both have the same amount</li> </ol>	38	125
24	<ol style="list-style-type: none"> <li><b>Strand:</b> Measurement</li> <li><b>Sub-strand:</b> Using units of measurement</li> <li><b>Description:</b> Selects the day for a given date in the next month using a monthly calendar</li> </ol>	38	113
34	<ol style="list-style-type: none"> <li><b>Strand:</b> Number</li> <li><b>Sub-strand:</b> Number and place value</li> <li><b>Description:</b> Finds ten times a given number</li> </ol>	38	111

Year 4- questions with 40% or less of students correct

question	concept	% correct	difficulty level
34	<ol style="list-style-type: none"> <li><b>Strand:</b> Number</li> <li><b>Sub-strand:</b> Number and place value</li> <li><b>Description:</b> Solves a word problem requiring multiplication (<math>24 \times 72</math>) or estimation</li> </ol>	0	121
14	<ol style="list-style-type: none"> <li><b>Strand:</b> Geometry</li> <li><b>Sub-strand:</b> Shape</li> <li><b>Description:</b> Finds the number of faces, edges and vertices for a 3D object</li> </ol>	20	131
15	<ol style="list-style-type: none"> <li><b>Strand:</b> Geometry</li> <li><b>Sub-strand:</b> Location and transformation</li> <li><b>Description:</b> Recognises the enlargement (each side twice as long) of a given 2D shape</li> </ol>	20	130
19	<ol style="list-style-type: none"> <li><b>Strand:</b> Measurement</li> <li><b>Sub-strand:</b> Using units of measurement</li> <li><b>Description:</b> Adds two lengths given in different metric units</li> </ol>	20	129
20	<ol style="list-style-type: none"> <li><b>Strand:</b> Measurement</li> <li><b>Sub-strand:</b> Using units of measurement</li> <li><b>Description:</b> Recognises that fewer of the heaviest object are needed to reach a given total mass</li> </ol>	20	130
2	<ol style="list-style-type: none"> <li><b>Strand:</b> Number</li> <li><b>Sub-strand:</b> Fractions and decimals</li> <li><b>Description:</b> Recognises the fraction left when one part of a whole is removed</li> </ol>	30	118
6	<ol style="list-style-type: none"> <li><b>Strand:</b> Number</li> <li><b>Sub-strand:</b> Money and financial mathematics</li> <li><b>Description:</b> Works out change from \$1 when 3 items are bought</li> </ol>	30	124
9	<ol style="list-style-type: none"> <li><b>Strand:</b> Number</li> <li><b>Sub-strand:</b> Number and place value</li> <li><b>Description:</b> Solves a multi-step problem requiring division</li> </ol>	30	131
21	<ol style="list-style-type: none"> <li><b>Strand:</b> Measurement</li> <li><b>Sub-strand:</b> Using units of measurement</li> <li><b>Description:</b> Finds the difference in minutes between two 12-hour times</li> </ol>	30	132
25	<ol style="list-style-type: none"> <li><b>Strand:</b> Statistics</li> <li><b>Sub-strand:</b> Data representation and interpretation</li> <li><b>Description:</b> Interprets a many-to-one pictograph that includes part symbols</li> </ol>	30	121
4	<ol style="list-style-type: none"> <li><b>Strand:</b> Number</li> </ol>	40	118

	<ol style="list-style-type: none"> <li><b>Sub-strand:</b> Number and place value</li> <li><b>Description:</b> Solves a two-step word problem involving money</li> </ol>		
35	<ol style="list-style-type: none"> <li><b>Strand:</b> Number</li> <li><b>Sub-strand:</b> Patterns and algebra</li> <li><b>Description:</b> Selects the number sentence that is equivalent to a given number sentence</li> </ol>	40	126

Year 5- questions with 40% or less of students correct

question	concept	% correct	difficulty level
2	<ol style="list-style-type: none"> <li><b>Strand:</b> Number</li> <li><b>Sub-strand:</b> Number and place value</li> <li><b>Description:</b> Applies knowledge of multiplication to work out the second step in a given process</li> </ol>	0	120
6	<ol style="list-style-type: none"> <li><b>Strand:</b> Number</li> <li><b>Sub-strand:</b> Money and financial mathematics</li> <li><b>Description:</b> Works out the largest number of items that can be bought with a given total amount</li> </ol>	0	124
9	<ol style="list-style-type: none"> <li><b>Strand:</b> Number</li> <li><b>Sub-strand:</b> Fractions and decimals</li> <li><b>Description:</b> Finds one quarter plus one quarter using formal fraction notation</li> </ol>	0	130
14	<ol style="list-style-type: none"> <li><b>Strand:</b> Geometry</li> <li><b>Sub-strand:</b> Location and transformation</li> <li><b>Description:</b> Recognises the reflection of a given drawing</li> </ol>	0	132
20	<ol style="list-style-type: none"> <li><b>Strand:</b> Measurement</li> <li><b>Sub-strand:</b> Using units of measurement</li> <li><b>Description:</b> Uses a monthly calendar to find the date of a given day in the next month</li> </ol>	0	129
33	<ol style="list-style-type: none"> <li><b>Strand:</b> Number</li> <li><b>Sub-strand:</b> Patterns and algebra</li> <li><b>Description:</b> Finds the missing number in an addition number sentence (by subtraction or by inspection)</li> </ol>	0	129
34	<ol style="list-style-type: none"> <li><b>Strand:</b> Number</li> <li><b>Sub-strand:</b> Patterns and algebra</li> <li><b>Description:</b> Chooses the multiplication that is equal to a given expression containing brackets</li> </ol>	0	129
1	<ol style="list-style-type: none"> <li><b>Strand:</b> Number</li> <li><b>Sub-strand:</b> Number and place value</li> <li><b>Description:</b> Solves a word problem requiring a 1-digit multiplication factor</li> </ol>	25	119
10	<ol style="list-style-type: none"> <li><b>Strand:</b> Number</li> </ol>	25	123

	<ol style="list-style-type: none"> <li><b>Sub-strand:</b> Number and place value</li> <li><b>Description:</b> Solves a word problem requiring multiplication (43 x 6)</li> </ol>		
15	<ol style="list-style-type: none"> <li><b>Strand:</b> Geometry</li> <li><b>Sub-strand:</b> Location and transformation</li> <li><b>Description:</b> Follows east and west directions to find distance from a starting point</li> </ol>	25	128
21	<ol style="list-style-type: none"> <li><b>Strand:</b> Measurement</li> <li><b>Sub-strand:</b> Using units of measurement</li> <li><b>Description:</b> Solves a problem involving the difference of masses measured on a scale</li> </ol>	25	135
32	<ol style="list-style-type: none"> <li><b>Strand:</b> Number</li> <li><b>Sub-strand:</b> Number and place value</li> <li><b>Description:</b> Recognises the relationship between two given division statements</li> </ol>	25	129

Year 6- questions with 40% or less of students correct

question	concept	% correct	difficulty level
9	<ol style="list-style-type: none"> <li><b>Strand:</b> Number</li> <li><b>Sub-strand:</b> Patterns and algebra</li> <li><b>Description:</b> Extends a number pattern shown in diagrams to describe a later diagram</li> </ol>	13	135
16	<ol style="list-style-type: none"> <li><b>Strand:</b> Geometry</li> <li><b>Sub-strand:</b> Shape</li> <li><b>Description:</b> Recognises the box that can be made using a given net</li> </ol>	13	125
18	<ol style="list-style-type: none"> <li><b>Strand:</b> Geometry</li> <li><b>Sub-strand:</b> Geometric reasoning</li> <li><b>Description:</b> Finds an angle at a point</li> </ol>	13	138
24	<ol style="list-style-type: none"> <li><b>Strand:</b> Measurement</li> <li><b>Sub-strand:</b> Using units of measurement</li> <li><b>Description:</b> Converts a length in centimetres to decimal metres</li> </ol>	13	134
11	<ol style="list-style-type: none"> <li><b>Question difficulty:</b> 142.6</li> <li><b>Strand:</b> Number</li> <li><b>Sub-strand:</b> Fractions and decimals</li> </ol>	25	143
13	<ol style="list-style-type: none"> <li><b>Strand:</b> Number</li> <li><b>Sub-strand:</b> Fractions and decimals</li> <li><b>Description:</b> Recognises that showing <math>\frac{1}{3}</math> shaded requires segments equal in area</li> </ol>	25	142
19	<ol style="list-style-type: none"> <li><b>Strand:</b> Geometry</li> <li><b>Sub-strand:</b> Location and transformation</li> </ol>	25	135

	3. <b>Description:</b> Recognises the fraction of a turn rotation that leaves a given shape looking the same		
22	1. <b>Strand:</b> Measurement 2. <b>Sub-strand:</b> Using units of measurement 3. <b>Description:</b> Reads the time on an analogue clock to the nearest minute	25	123
26	1. <b>Strand:</b> Measurement 2. <b>Sub-strand:</b> Using units of measurement 3. <b>Description:</b> Finds the area of a rectangle given its perimeter and one side length	25	139
40	1. <b>Strand:</b> Number 2. <b>Sub-strand:</b> Number and place value 3. <b>Description:</b> Compares simple equations with the four operations to find the equation with the largest missing number	38	140
3	1. <b>Strand:</b> Number 2. <b>Sub-strand:</b> Number and place value 3. <b>Description:</b> Solves a word problem involving sharing a total amount	38	127
6	1. <b>Strand:</b> Number 2. <b>Sub-strand:</b> Fractions and decimals 3. <b>Description:</b> Recognises that multiplying a decimal fraction by 100 moves the decimal point two places to the right	38	133
15	1. <b>Strand:</b> Geometry 2. <b>Sub-strand:</b> Location and transformation 3. <b>Description:</b> Recognises the result of pieces cut from a folded square of paper	38	126
38	1. <b>Strand:</b> Number 2. <b>Sub-strand:</b> Number and place value 3. <b>Description:</b> Divides a 3-digit number by a 1-digit number with the remainder as a fraction	38	131
39	1. <b>Strand:</b> Number 2. <b>Sub-strand:</b> Fractions and decimals 3. <b>Description:</b> Subtracts a three-place decimal from a whole number	38	134

**BRIEF OVERALL SUMMARY-** 'Number and Place Value' and 'Fractions and Decimals' are very frequently represented and so could be areas of focus in 2022.