



# St Michael's Catholic School Annual Report 2023

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|--------------------------------------------------|---------------------------|
| <b>Principal</b>                                 | <b>Rachael McLanachan</b> |
| <b>Board Presiding Member</b>                    | <b>Joseph Assen</b>       |
| <b>Submission date to Ministry of Education:</b> | <b>March, 2024</b>        |

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# Our School

## Brief Description:

St Michael's is a small State Integrated school situated in Western Heights, Rotorua. The school was opened in 1958 by the Mercy Sisters to serve the community of Western Heights. The school caters for years 1 - 6 students in expansive, well - maintained grounds and buildings which provide a safe, attractive learning and working environment for students and staff. St Michael's Catholic School community is made up of a variety of families from various socio-economic and cultural backgrounds. Our community is representative of many nationalities that reside in Rotorua. Students from approximately 14 different nationalities are enrolled at St Michael's Catholic School.

The school has ties with the St Michael's Parish and our sister school St Mary's, and is part of a Faith Based Kahui Ako. St Michael's is a partner school to John Paul College, the Catholic College in Rotorua.

St Michael's does not have an enrolment zone due to the special character of the school. The school roll has a maximum of 255.

## staff and students

Staff members work collegially in a climate of trust and goodwill. They willingly share their professional knowledge and understanding of individual students. The teaching team is constantly embracing new insights and strategies.

Quality learning experiences are provided in well - resourced and stimulating classrooms. The careful presentation and display of student's work demonstrates respect and pride in their achievements.

The school places priority on the teaching of literacy and numeracy. Teachers deliver well-paced and structured lessons that actively engage students in learning.

Ninety percent of the enrolled children at the school have an association with the Catholic Church and are acknowledged as preference enrolments under the State Integration Preference Agreement.

Our school's senior leadership team consists of the Principal, Director of Religious Studies, and a junior team and senior team leader.

## Catholic Schooling Philosophy

The philosophy of Catholic schools in New Zealand is based on a Catholic understanding of Christianity. Catholic integrated schools live and teach the values of Jesus Christ. These values are as expressed in the Scriptures and in the practices, worship and doctrine of the Roman Catholic Church. The New Zealand Catholic Bishops act in unison in determining the essentials of the philosophy and its underpinning values.

The special Catholic character, Mercy Charism, rich history, cultural diversity and strong family values are an integral part of school operations at all levels. Students are encouraged to strive for excellence in all areas of life by being Christ - like, confident communicators, active learners and valuing self and others.

## Educational Powerful Partnerships

The school is well supported and guided by local kaumatua, whanau and Ngāti Whakaue. The respect for Te Reo Māori me ona tikanga is ably demonstrated by staff, parents and students. As a school we use the local resources, such as Ohinemutu to support our annual programmes around tikanga Maori. Our kapahaka group performs annually in the local Rotorua Primary Schools Ahurei.

# Board of Trustee Undertakings

## Board Undertaking/ Consultation:

The St Michael's Catholic School Board will consult annually with the Māori community and wider community.

Formal opportunities for consultation include School newsletters, PTA meetings, Board meetings, Parent/Teacher interviews, Whanau hui.

Strategic decisions will be made after considering information from all the above sources in 2022 and the Charter will be completed after consultation with stakeholders.

Community Consultation Mar 2023

Overview of Targets will be in School Newsletter March 2023

Charter will be made available to community March 2023

Charter will be sent to Catholic Integrated Schools Office : March 2023

2022 Analysis of Variance to BOT: February 2022

## Ratification of School Charter:

The 2023 school charter will be ratified at the February meeting of the School Board.

## School Charter and Annual Report:

A copy of the St Michael's School Charter will be sent to the Ministry of Education in March

A copy of the relevant year's Annual Report will be sent to the MOE by 31 May each year.

## Tikanga Maori and Te Reo:

St Michael's is a school where Māori students positively achieve educational success as Māori, based on the philosophies of [Ka Hikitia – Ka Hāpaitia](#) [The Māori Education Strategy \(English\)](#) and [Tātaiako: cultural competencies for teachers of Māori learners](#)

Students will have the opportunity to experience Tikanga me Te Reo Māori both in the classroom, school and church environments.

All students who identify as Māori are supported to connect with their hapu/iwi and iwi are invited to participate in the strategic planning for their ākonga. Kapa haka is available at St Michael's School.

Karakia me nga himene are used daily and children are supported to learn the narratives of Te Arawa. The school maintains strong relationships with Ngāti Whakaue and in collaboration with iwi stakeholders. St Michael's crafts inspiring targets for Māori learners.

All teachers are committed to ongoing and relevant professional learning. This is a feature of the annual Professional Growth Cycle.

The Board are informed about Māori achievement and consider the impact on these learners when making decisions about resourcing.

## School Operation, Governance and Management Section:

### Curriculum

Key school documents relating to curriculum

- RE Curriculum
- New Zealand Curriculum Framework
- Curriculum Implementation Plans
- Student Individual Achievement Record
- Support register
- Associated Policies
- Charter and Annual Plan
- Annual Budget

### Human Resources

Key school documents relating to human resources

- Job Descriptions
- Teaching Staff - Staff Professional Growth Cycle
- Support Staff - Appraisal
- Accidents & Medical Register
- Personnel & Curriculum Policies
- Annual Plan: Strategic Aims and Targets

## List of all school board members

| Board Members                            | Date Term Finishes |
|------------------------------------------|--------------------|
| Joseph Assen (Prop Rep) Presiding Member |                    |
| Alistair Burns (Parent rep)              | June 2025          |
| Nick Horton (Deputy PM)                  | June 2025          |
| Rachael McLanachan (Principal)           | June 2025          |
| Shayla O'Neill (Staff Rep)               | June 2025          |
| Bridget Wass (Prop Rep)                  |                    |
| Alistair Burns                           | June 2025          |
| Chris Hepi (Prop Rep)                    |                    |
| Angela Smith - Bigwood (Elected Parent)  | June 2025          |
| Amiria Savea (Elected Parent)            | June 2025          |

# St Michael's Catholic School Strategic Priorities

| Strategic Goals set from needs / data - 2021-2023                                                                                                                                                                                                | Three initiatives that will help work toward the main goal                                                                                                                                                                                                                                                            | Metrics - How will we measure achievement?                                                                                                                                                                                                                                                                                                                                     | What will success look like?                                                                                                                                                                                                                                           |
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| <p>Goal 1 - Special Character</p> <p>Staff and students will have meaningful intentional encounters with Christ through real life experiences.</p>                                                                                               | <ul style="list-style-type: none"> <li>PLD with Dianne Porter / Retreat</li> <li>Effectively implement an authentic religious education curriculum</li> <li>Baptism/ Sacramental programme at school</li> </ul>                                                                                                       | <ul style="list-style-type: none"> <li>Student voice</li> <li>Development of new RE Curriculum, assessment.</li> <li>School Community Masses</li> <li>Catholic Character Goals with Professional Growth Cycle</li> </ul>                                                                                                                                                       | <ul style="list-style-type: none"> <li>A truly authentic Catholic education for the students of St Michael's School</li> <li>A community that is connected to our parish</li> <li>A strong special character - Mercy Charism is known and visible</li> </ul>           |
| <p>Goal 2 - Learners at the centre</p> <p>Learners will have choice and agency and will be actively engaged in their learning.</p> <p>Raising Achievement in Reading, Writing, and Mathematics.</p>                                              | <ul style="list-style-type: none"> <li>Ngati Whakaue Initiative (Senior School)</li> <li>LSC - Working with target children - Learning Support Register - Learner Profile</li> <li>Whanau meetings - beginning and middle of year</li> <li>Relationship based teaching and learning</li> </ul>                        | <ul style="list-style-type: none"> <li>Eastle testing - reading, writing, maths</li> <li>The Code - Liz Kane</li> <li>GLOSS / JAM (Maths Testing)</li> <li>Better Start Literacy Approach testing</li> <li>Curriculum Progress Tool - Writing</li> <li>Running Records</li> <li>LSC - Needs register</li> <li>About Dyslexia - Supporting literacy in the classroom</li> </ul> | <ul style="list-style-type: none"> <li>open, transparent, clear communication with all stakeholders</li> <li>A culturally responsive St Michael's curriculum that all stakeholders can understand and articulate</li> </ul>                                            |
| <p>Goal 3 - Barrier free access - Inclusive Approach to Learning</p> <p>Every learner will have equitable opportunity to have success across the curriculum.</p>                                                                                 | <ul style="list-style-type: none"> <li>Work with MAC - Maori Achievement Collaborative</li> <li>BSLA - Junior teachers</li> <li>Structured Literacy - senior school</li> <li>UDL - Universal Design for Learning</li> </ul>                                                                                           | <ul style="list-style-type: none"> <li>Parent/ Whānau survey</li> <li>Parents engaging in school activities/ meetings/ teaching and learning events</li> <li>Cultural Competencies introduced to Professional Growth Cycles</li> <li>About Dyslexia - Supporting literacy in the classroom</li> <li>Unteach Racism Modules</li> </ul>                                          | <ul style="list-style-type: none"> <li>Our Maori students will be progressing at an equitable rate to that of other ethnicities</li> <li>Child who have been identified as having special learning needs will be catered for in every classroom through UDL</li> </ul> |
| <p>Goal 4 - Quality teaching and leadership</p> <p>Teachers will engage in PLD in order to enhance and strengthen their teaching capabilities across the curriculum.</p> <p>To grow leadership in the junior and senior areas of the school.</p> | <ul style="list-style-type: none"> <li>Assessment for Learning PLD</li> <li>Professional Growth Cycle</li> <li>Positive Behaviour 4 Learning (PB4L)</li> <li>Literacy focus</li> <li>Staff report back after PLD opportunities</li> <li>Student/ Community voice</li> <li>Grow leadership capabilities PLD</li> </ul> | <ul style="list-style-type: none"> <li>Student Voice</li> <li>Professional Growth Cycle will be implemented</li> <li>PB4L - positive behaviour</li> <li>OTJ's, collection formative and summative data</li> </ul>                                                                                                                                                              | <ul style="list-style-type: none"> <li>Improved teacher practice</li> <li>Improved behaviour from students</li> <li>Improved engagement by students - students and teacher confidently articulating the learning and teaching</li> </ul>                               |

| Strategic Goals                                                                                                                                                                                                                    | 2023                                                                                                                                                                                                                                 | Outcomes                                                                                                                                                                                                                                                                                                                                                                            |
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| <b>1. Special Character</b><br>Staff and students will have meaningful intentional encounters with Christ through real life experiences.                                                                                           | Implementation and integration of the new R.E curriculum<br>School based Baptism and Sacramental programme<br>Student and staff leadership in prayer and liturgy<br>PLD with Dianne Porter - Prayer<br>Staff retreat/ RE papers      | Tō Tātou Whakapono implementation ongoing as resources become available. Will be formally launched at the NZCEO Convention in June 2024<br><br>14 children were Baptised in 2023<br><br>PLD - all staff completed TH501 What Catholics Believe although only Shayla and Rachael completed the course assignments<br>Rachael and Shayla attended the DRS/ Principals conference 2024 |
| <b>2.Learners at the centre</b><br>Learners will have choice and agency and will be actively engaged in their learning.<br><br>Raising Achievement in Reading, Writing, and Mathematics.                                           | Localised Curriculum will be continue to be defined and implemented<br><br>Teaching to the North East - Relationship - based learning<br>Using technology to improve student agency.<br>Learning Support Register - Learner profiles | Learning Support register completed by LSC - Susan Nelson<br><br>1 to 1 devices for all year 5 - 6 students<br><br>Localised Curriculum is being improved on constantly. Staff meetings around place based curriculum.                                                                                                                                                              |
| <b>3. Barrier free access</b><br>Every learner will have equitable opportunity to have success across the curriculum.                                                                                                              | UDL - PLD with RTLB<br>Continue with BSLA and introduce Structured Literacy in the senior school through IDEAL<br>Work with whanau to understand barriers that may prevent learners accessing curriculum and engaging in learning    | RTLB and MOE rep facilitated a staff meeting on UDL and relationship based teaching and learning<br><br>BSLA - two more teachers completed the microcredential through UC<br>Senior teachers worked alongside Sara Mines (Kahui ASL) to facilitate iDeaL                                                                                                                            |
| <b>4. Quality teaching and leadership</b><br>Teachers will engage in PLD in order to enhance and strengthen their teaching capabilities across the curriculum.<br>To grow leadership in the junior and senior areas of the school. | Staff Pld - Assessment for Learning<br>Robust PGC - teachers to set goals<br>Te Reo Maori focus<br>Literacy - Structured Literacy focus<br>C<br>PLD to grow leadership capabilities for Rachael, Kate and Shayla                     | AFL PLD was completed with Amy (Education Associates)<br>Regional PLD: Government funded. Cognition Education<br>Structured Literacy is having a profound impact on literacy<br>We missed out on funding for leadership PLD - have applied for RAPLD for 2024                                                                                                                       |

## Annual Plan 2023 Goal 1 - Special Character

| Initiative: Strengthen Catholic Character                                                                 | Term 1                                                                                                                          | Term 2                                                                            | Term 3                                                                  | Term 4                               |
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| Staff and students will have meaningful intentional encounters with Christ through real life experiences. | Mary MacKillop Hikoi<br>Commissioning Mass<br>School/ Class Masses<br>Continue to review Policies to reflect Catholic dimension | Noho Marae - connect with Maori Spirituality - Chris Hepi<br>School/ Class Masses | TH501 What makes a school Catholic? Whole staff<br>School/ Class Masses | School/ Class Masses<br>Leavers Mass |

| Action                                                                                                                                                                   | Responsible             | Resources                                                                                         | Due     | Measure                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------|---------------------------------------------------------------------------------------------------|---------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Catholic Character goals within Professional Growth Cycle for each teacher - New RE Curriculum                                                                           | Principal/ staff        | Professional Growth Cycle - PLD                                                                   | Ongoing | Teachers confidently integrating the new RE curriculum into Inquiry teaching and learning                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| Staff to complete an R.E paper through the Catholic Theological College -<br>Opportunity for staff retreats/ Conference/ DRS/ Principal Conference                       | DRS and leadership team | Catholic Theological College<br>All teachers will complete TH501<br>What makes a school Catholic? | Term 3  | <p>A truly authentic Catholic education where the students of St Michael's School are connected with Jesus.<br/>A community that is connected to our parish<br/>A strong special character - Mercy Charism is known and visible</p> <p><b>Welcomed a new Kaumatua, Chris Hepi to connect with our Parish - 2023</b><br/> <b>Staff completed CTC courses, 2022</b><br/>           Rachael - Issues in Christian Ethics, Understanding the Old Testament, What Catholics Believe,<br/>           Marion - Issues in Christian Ethics<br/>           Kate - Understanding the Old Testament<br/>           Zenobia - Understanding the Old Testament</p> |
| Provide opportunities for children to experience the wider Catholic Faith and foster a desire to become full members of the Catholic Church - Sacramental Programme      | DRS/ Leadership team    | School Masses - Availability of Parish Priests.                                                   | Term 2  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| Embed as an annual event the Mary MacKillop Hikoi. Give chn the opportunities to be actively involved in outreach - Young Vinnies/ Service possibilities/ Social Justice | DRS/ Principal          | Rotorua Museum Educator                                                                           | Term 1  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |

## Annual Target/Goal 1: Strengthen Catholic Character

Initiative: Strengthen Catholic Character

Staff and students will have meaningful intentional encounters with Christ through real life experiences.

| Actions                                                                                                                                                                                                                                                                                                                                                                                   | What did we achieve?                                                                                                                                                                                                                                                                                                                                                                                                                                   | Evidence                                                                                                                                                                                                                                                                                        | Reasons for any differences (variances) between the target and the outcomes                                                                                                                                                                                              | Planning for next year – where to next?                                                                                                                                                                                            |
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| <b>Action 1: Catholic Character goals within Professional Growth Cycle for each teacher - New RE Curriculum</b>                                                                                                                                                                                                                                                                           | Personal development plans aligned with Catholic Character goals. Observations, evaluations, and reflections on how teachers integrate Catholic values into their teaching practices.                                                                                                                                                                                                                                                                  | PGC goals and observations                                                                                                                                                                                                                                                                      | The new RE curriculum Tō Tātou Whakapono is still being developed with new resources being added.<br>Half way through the year, our DRS left and we were not able to employ a new one. 2024 Rachael and Shayla will share the role with the idea of growing a future DRS | Continue to develop our curriculum to reflect Tō Tātou Whakapono.<br>Further develop our PGC to reflect our special character                                                                                                      |
| <b>Action 2: Staff to complete an R.E paper through the Catholic Theological College - Opportunity for staff retreats/ Conference/ DRS/ Principal Conference</b>                                                                                                                                                                                                                          | All staff participated in TH501 - What Catholics Believe. Rachael and Shayla completed the written assignment and both received an A. Rachael and Shayla attended the DRS/ Principals conference in Tauranga                                                                                                                                                                                                                                           | Completed assignments and Staff Meeting minutes                                                                                                                                                                                                                                                 | It was disappointing that most teachers did not complete the assignments even though a release day was offered. Our new Bishop elect has made it clear that he wishes all teachers in Catholic schools in the hamilton Diocese need to become certificated.              | Rachael has two capstone papers to complete in 2024 to become certificated.<br>Shayla has enrolled to complete Spirituality for Teachers.<br>Edith and Jo will complete the Foundation course for teachers new to Catholic Schools |
| <b>Action 3: Provide opportunities for children to experience the wider Catholic Faith and foster a desire to become full members of the Catholic Church - Sacramental Programme</b><br><br><b>Embed as an annual event the Mary MacKillop Hikoi.</b><br><br><b>Give chn the opportunities to be actively involved in outreach - Young Vinnies/ Service possibilities/ Social Justice</b> | 14 children participated in the Baptism programme run by Kate during school time.<br><br>As a staff, we decided to make our Mary MacKillop Hikoi a bi annual event. This year we learnt about our school and its place in the Western Heights community. What was on the land before our school and what was it used for?<br>Young Vinnies garden with support from Cathy Howard.<br>Our singing group supported many community events during the year | We had a lovely school Mass whereby 14 children were Baptised.<br>We are disappointed that not more children take up the opportunity to complete the sacraments. The rest is that the classes are at St Mary's Church on Thursday evening and many parents can't commit to a 14 week programme. | I have tried to have Fr Thomas allow us to teach the Sacramental programme at school during school hours but he will not allow us.                                                                                                                                       | Baptism classes in Term 1 for junior students and younger siblings who wish to be Baptised.<br><br>Mary MacKillop Hikoi will take place in term 1 2024<br><br>Look for more service possibilities for our students to be part of.  |

## Annual Plan 2023 Goal 2 - Learners at the Centre

| Initiative: Raising Achievement in Reading, Writing, and Mathematics.                                                                                                                                                                | Term 1                                                                                                                                                                      | Term 2                                                                          | Term 3 | Term 4 |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------|--------|--------|
| Have high aspirations for every learner/ ākonga and support these by partnering with their whanau and communities to design and deliver education that responds to their needs, and sustains their identities, language and culture. | Whanau hui - goal setting<br>Identify target learners - IEP/ CAP plans<br>Engage with outside supports RTLB etc - ongoing<br>LSC - testing - ongoing<br>BSLA/ IDEAL testing | Whanau hui and reports end of Term 2<br><br><a href="#">Assessment Schedule</a> |        |        |

| Action                                                                                                                                                                          | Responsible                                                                           | Resources                                                                                                                              | Due                 | Measure                                                                                                                                                                                                                                                  |
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| Identify and respond to learner/ākonga strengths, progress and needs, and learner/ākonga and whānau aspirations                                                                 | Principal<br>Classroom teachers<br>Learning Support Coordinator<br>Specialist Teacher | EasTte<br>RTLB<br>Phonological testing<br>Overall Teacher Judgements - OTJ<br>BSLA testing<br>Reporting to parents                     | Throughout the year | Survey results. <ul style="list-style-type: none"> <li>Improved teacher practice</li> <li>Improved behaviour from students</li> <li>Improved engagement by students - students and teacher confidently articulating the learning and teaching</li> </ul> |
| Partner with family and whānau to equip every learner/ākonga to build and realise their aspirations<br>Provide opportunities for whanau and community to engage in school life. | Principal<br>Staff<br>Board                                                           | Community Consultation<br>Wellbeing Survey<br>Seesaw<br>School App<br>School Website/ Facebook<br>School events - parental involvement | Throughout the Year | Open, transparent, clear communication with all stakeholders                                                                                                                                                                                             |
| Build relationships with Māori, involve them in decision making and partner with them to support rangatiratanga, and Māori educational success as Māori                         | Principal<br>Staff<br>Board                                                           |                                                                                                                                        | Throughout the year | End of Year Community Survey<br>A culturally responsive St Michael's curriculum that all stakeholders can understand and articulate                                                                                                                      |

## Annual Target/Goal 2 - Learners at the Centre

Initiative: Raising Achievement in Reading, Writing, and Mathematics.

Have high aspirations for every learner/ ākongā and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, language and culture.

| Actions                                                                                                                                                                         | What did we achieve?                                                                                                                                                                                                                                                                              | Evidence                                                                                                                                                                                            | Reasons for any differences (variances) between the target and the outcomes                                                                                                                                                                                                                                                            | Planning for next year – where to next?                                                                                                                                                                                                                                                                                                                                                                |
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| Identify and respond to learner/ākongā strengths, progress and needs, and learner/ākongā and whānau aspirations                                                                 | Structured Literacy across the school - Juniors (BSLA), Seniors (iDeaL)<br>Inclusive Interventions and tailored support for students with additional needs eg. ESOL programme, Tier 2 BSLA, Reading Recovery, ALiM<br>Ongoing Progress Monitoring and Support<br>Teacher Professional Development | EasTTe<br>RTLb<br>Phonological testing<br>Overall Teacher Judgements - OTJ<br>BSLA testing<br>Reporting to parents<br>Assessment for Learning<br>ALiM<br>Data                                       | Varied student abilities, learning styles, and needs contribute to differences in outcomes.<br>Curriculum Implementation: there have been challenges in effectively implementing the refreshed curriculum, our new RE curriculum and the structured literacy programmes especially with the change in staff part way through the year. | Targeted interventions and support strategies to address the percentage of students performing below curriculum level in writing.<br>Continuous support and resources to increase the number of students performing above curriculum level across all year levels in all curriculum areas<br>PLD - Mathematics, continue with Structured Literacy, Cultural Capabilities, Leadership (Rachael/ Shayla) |
| Partner with family and whānau to equip every learner/ākongā to build and realise their aspirations<br>Provide opportunities for whānau and community to engage in school life. | Goal Setting: Collaboratively set high academic and personal growth goals with each learner and their whānau. Ensured that goals align with individual interests and aspirations.<br>Parents invited to many school events during the year.                                                       | Parent/ Teacher interviews and Hui in February and mid year<br>A variety of events were organised during the year by staff and PTA to encourage parent participation.<br>New Website was developed. | Feedback: Use a variety of ways to communicate feedback. Establish regular channels for feedback and reflection on the effectiveness of engagement strategies to inform future planning.                                                                                                                                               | Regular reviews, feedback from whānau, and a commitment to inclusivity to ensure continuous improvement in partnering with families and achieving community engagement goals.                                                                                                                                                                                                                          |
| Build relationships with Māori, involve them in decision making and partner with them to support rangatiratanga, and Māori educational success as Māori                         | Ngati Whakaue Initiative (Senior School)<br>Whānau meetings - beginning and middle of year<br>Relationship based teaching and learning<br>Niho Taniwha PLD Culturally responsive practice                                                                                                         | Ngati Whakaue Report<br>Work with Cognition Education - Culturally Responsive Practices<br>Staff Meeting - Niho Taniwha<br>Place Based and relationship based education - Support from Whare at JPC | We were unable to get the Whānau group up and running in 2023. We will try to engage with our Maori whānau in 2024. Our Kaiako who is in charge of Te Ao Maori is on LWOP for Term 1.                                                                                                                                                  | Whānau Group<br>Noho Marae<br>Rachael / Shayla are attending PLD with Ngati Whakaue to build connections                                                                                                                                                                                                                                                                                               |

## Annual Plan 2023 Goal 3 - Barrier Free Access

| Initiative: Increase Student/Tamariki Engagement                                                                                                                                                                                                                                                              |                              | Term 1                                                                                                                                                                                                          | Term 2                                                                                                                                                                                                                                                   | Term 3 | Term 4                                                                                                                                                                                                           |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Increase Student/Tamariki Engagement – engagement will be supported through the development of a responsive curriculum.</p> <p>Ensure every learner/ākongā gains sound foundation skills, including language, literacy and numeracy.</p> <p>Our Maori students will enjoy educational success as Maori</p> |                              | <p>Ngati Whakaue Project</p> <p>House of Science PLD</p> <p>ALiM - PLD Senior Teachers</p> <p>Assessment for Learning - Progression Framework PLD</p>                                                           |    |        |                                                                                                                                                                                                                  |
| Action                                                                                                                                                                                                                                                                                                        | Responsible                  | Resources                                                                                                                                                                                                       |                                                                                                                                                                                                                                                          | Due    | Measure                                                                                                                                                                                                          |
| Ensure all learners /ākongā have ongoing opportunities to develop key capabilities, including communication, problem solving, critical thinking and interpersonal skills.                                                                                                                                     | principal/ staff/ Board      | <p>Ngati Whakaue Project - STEAM MAC</p> <p>House of Science PLD</p> <p>ASC - Paul Billing (Science)</p>                                                                                                        |                                                                                                                                                                                                                                                          |        | Staff will select teaching approaches, resources, and learning and assessment activities based on a thorough knowledge of curriculum content, pedagogy, progressions in learning and the learners. Students will |
| Identify learners/ākongā who are not making sufficient progress in key foundation skills, and adjust learning opportunities, teaching approaches and supports, including seeking additional support from specialists.                                                                                         | Principal/ Staff/ LSC/ SENCO | <p>RTLb</p> <p>LSC - Specialist Testing</p> <p>Staff PLD - Reading Recovery, BSLA, ALiM, Specific PLD related to staff</p> <p>PGC</p> <p>Assessment for Learning PLD</p> <p>Regional PLD - House of Science</p> |                                                                                                                                                                                                                                                          |        | Our Maori students will be progressing at an equitable rate to that of other ethnicities<br>Data/ Survey results                                                                                                 |

### Annual Target/Goal 3 - Barrier Free Access

#### Initiative: Increase Student/Tamariki Engagement

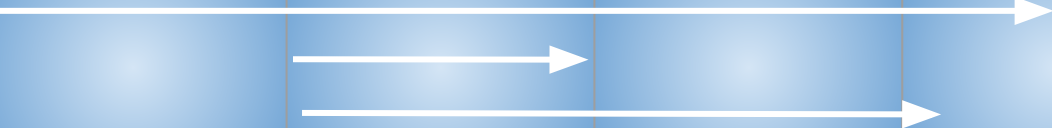
Increase Student/Tamariki Engagement – engagement will be supported through the development of a responsive curriculum.

Ensure every learner/ākonga gains sound foundation skills, including language, literacy and numeracy.

Our Maori students will enjoy educational success as Maori

| Actions                                                                                                                                                                                                               | What did we achieve?                                                                                                                                                                                                                           | Evidence                                                                                                                                                                                                                                                    | Reasons for any differences (variances) between the target and the outcomes                                                                                                                                                               | Planning for next year – where to next?                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Ensure all learners /ākonga have ongoing opportunities to develop key capabilities, including communication, problem solving, critical thinking and interpersonal skills.                                             | Ngati Whakaue Project - STEAM<br>MAC<br>House of Science PLD<br>ASC - Paul Billing (Science)<br>SwiS - referrals made to Nichola. Developed a variety of programmes to support children with wellbeing needs.                                  | Parent/ Whānau survey<br>Parents engaging in school activities/ meetings/ teaching and learning events<br>Cultural Competencies introduced to Professional Growth Cycles<br>About Dyslexia - Supporting literacy in the classroom<br>Unteach Racism Modules |                                                                                                                                                                                                                                           | To provide ākonga with a robust, exciting, and refreshed local curriculum, which we have developed based on Te Mātaiaho, fostering learner choice, active engagement, and academic achievement. Integrate student-centered teaching approaches, place based learning, and real-life experiences into the curriculum to increase student engagement. Encourage teachers to provide meaningful learning experiences that connect with students' interests and backgrounds. |
| Identify learners/ākonga who are not making sufficient progress in key foundation skills, and adjust learning opportunities, teaching approaches and supports, including seeking additional support from specialists. | RTLB - successful referrals and assistive technology applications<br>LSC - Specialist Testing<br>Staff PLD - Reading Recovery, BSLA, ALiM, Specific PLD related to staff PGC<br>Assessment for Learning PLD<br>Regional PLD - House of Science | Maori students have a higher percentage below the Curriculum level compared to others. Pasifika and Asian students also show a higher percentage below grade level compared to the overall average.                                                         | Out of the 6 Maori students currently reading below expectation, 2 boys are ORS-funded and 3 students have been diagnosed with learning difficulties. Most of our students classified as Asian are English as a Second Language Speakers. | Our Maori students will be progressing at an equitable rate to that of other ethnicities. Child who have been identified as having special learning needs will be catered for in every classroom through UDL.                                                                                                                                                                                                                                                            |

# Annual Plan 2023 Goal 4 - Quality Teaching and Leadership

| Initiative                                                                                                            | Term 1                                                                             | Term 2 | Term 3 | Term 4 |
|-----------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------|--------|--------|--------|
| Develop staff to strengthen teaching and assessment in all curriculum areas and to use data to inform their teaching. |  |        |        |        |

| Action                                                                                                                                                   | Responsible                                                                | Resources                                                                                                                                                                                      | Due                 | Measure                                                                                                                                                                   |
|----------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Implementation of Local Curriculum (including Graduate profile).                                                                                         | All Staff                                                                  | Staff and community consultation                                                                                                                                                               | Throughout the Year | Staff uptake of new localised curriculum.<br>Sharing results/ experiences - student voice                                                                                 |
| Quality teaching and leadership<br>Develop staff to strengthen teaching and assessment in all curriculum areas and to use data to inform their teaching. | All Staff                                                                  | Ngāti Whakaue<br>Culturally Responsive Localised curriculum<br>Assessment for Learning PLD<br>Professional Growth Cycle<br>Positive Behaviour 4 Learning (PB4L)<br>Literacy and Numeracy focus | Throughout the Year | End of Year Data results<br>Student Voice<br>Professional Growth Cycle will be implemented<br>PB4L - positive behaviour<br>OTJ's, collection formative and summative data |
| Kahui ako goal culturally responsiveness - Poutama Pounamu<br>Structured Literacy                                                                        | All Staff - two staff members will complete the PLD to bring back to staff | Poutama Pounamu - MOE PLD                                                                                                                                                                      | Throughout the year | Completion of University papers<br>Staff uptake                                                                                                                           |

## Annual Target/Goal 4 - Quality Teaching and Leadership

### Initiative

Develop staff to strengthen teaching and assessment in all curriculum areas and to use data to inform their teaching

| Actions                                                                                                                                                  | What did we achieve?                                                                                                                                                                                                            | Evidence                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Reasons for any differences (variances) between the target and the outcomes                                                                                                                                              | Planning for next year – where to next?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|----------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Implementation of Local Curriculum (including Graduate profile).                                                                                         | Assessment for Learning PLD<br>Professional Growth Cycle<br>Positive Behaviour 4 Learning (PB4L)<br>Literacy focus<br>Staff report back after PLD opportunities<br>Student/ Community voice<br>Grow leadership capabilities PLD | Classroom observations: assessed changes in teaching practices. Looked for evidence of effective instructional strategies, differentiated instruction, and student engagement techniques.                                                                                                                                                                                                                                                                                                    | Our Graduate Profile is still under review as there have been many changes to our NZ Curriculum and our RE curriculum                                                                                                    | Curriculum Review and Enhancement:<br>Review our Local Curriculum with the Refreshed NZ Curriculum in mind, including the Graduate Profile, and identify areas for enhancement or adjustment.<br>Ensure that the curriculum reflects cultural responsiveness, promotes inclusivity, and aligns with the school's goals.                                                                                                                                                                                                                                                                                                                                                                                              |
| Quality teaching and leadership<br>Develop staff to strengthen teaching and assessment in all curriculum areas and to use data to inform their teaching. | Student Voice<br>Professional Growth Cycle will be implemented<br>PB4L - positive behaviour<br>OTJ's, collection formative and summative data                                                                                   | Lesson Planning: identify modification and improvements in instructional methods, alignment with learning objectives, and strategies for student engagement.<br><br>Professional Development Records: Participation in PD: Documentation of teachers' participation in professional development (PD) opportunities<br><br>Assessment Results: Examined formative and summative assessment results to gauge improvements in student understanding and mastery of content.<br>Behavioral Data: | Implementation of our Localised Curriculum is under constant review due to the above changes.<br><br>Kahui ako goal culturally responsiveness - Poutama Pounamu - was not undertaken due to time constraints for Rachael | Strategic Planning: Align the strategic plan with the school's vision, mission, and the evolving needs of the students and community.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| Kahui ako goal culturally responsiveness - Poutama Pounamu<br>Structured Literacy                                                                        |                                                                                                                                                                                                                                 | Incident Reports: Regularly reviewed records of student behavior incidents to identify trends, noting any decrease in disruptive behavior or disciplinary issues.<br>Positive Behavior 4 Learning: Documented the implementation of PB4L strategies and assessed their impact on creating a positive learning environment.                                                                                                                                                                   |                                                                                                                                                                                                                          | Professional Development Planning:<br>Identify areas where teachers and staff can benefit from professional development.<br>Plan targeted PD sessions to address specific needs, incorporating feedback from teachers and aligning with the school's strategic priorities.<br>Cultural Responsiveness:<br><br>Strengthen the school's commitment to cultural responsiveness.<br>Develop and implement actions to further embed Māori perspectives and cultural practices in the curriculum.<br><br>Leadership Development:<br>Provide ongoing leadership development opportunities for staff, building on the successes of previous programs.<br>Foster a leadership culture among teachers and staff at all levels. |

# Analysis of Variance

## Term 4 Reading Data, 2023



|               | Below   | At        | Above   | Total |
|---------------|---------|-----------|---------|-------|
| <b>Y0</b>     |         | 100% (9)  |         | 9     |
| <b>Y1</b>     |         | 100% (12) |         | 12    |
| <b>Y2</b>     | 6% (1)  | 89% (16)  | 6% (1)  | 18    |
| <b>Y3</b>     | 12% (2) | 76% (13)  | 12% (2) | 17    |
| <b>Y4</b>     | 23% (3) | 69% (9)   | 8% (1)  | 12    |
| <b>Y5</b>     | 18% (4) | 77% (17)  | 5% (1)  | 22    |
| <b>Y6</b>     | 26% (5) | 68% (13)  | 5% (1)  | 19    |
| <i>Totals</i> | 13% 14  | 81.5% 88  | 5.6% 6  | 110   |

## Observations

Across the year groups, most of our students are performing at or close to the expected level in reading.

- There's a trend showing that the percentage of students performing at or above their chronological age level in reading tends to decrease as they progress through the years, with more students falling into the "Below" category in higher years. This is due to the older children not having had a strong structured Literacy base as we only began BSLA in the last three years. Our senior students have only this year been introduced to Structured Literacy through iDeaL and have gaps that need to be filled. This data does however show the positive impact that BSLA is having in our junior area of the school.
- The Year 3 cohort has a higher percentage of students at or above grade level compared to some other years.
- While some students are below the expected level, most of each year level performs within or close to expectations.

Our Term 4 reading data for Year 0 to Year 6 students shows commendable progress and dedication to literacy. Across all year levels, we've witnessed notable strides in reading proficiency. Most of our students are performing at or above expected reading levels, highlighting our teacher's and support staff's commitment to learning and growth. This data reflects our collective efforts in Structured Literacy, emphasising our commitment to nurturing strong foundational skills and fostering a love for reading in every student. As we celebrate these achievements, we remain dedicated to further supporting and enhancing the reading abilities of all our students at St. Michael's School. Overall, while there's room for improvement in some year groups, the data suggests that a significant portion of students across Year 0 to Year 6 at St. Michael's School are meeting or nearly meeting the expected reading levels for their respective year levels.

| All students<br>Years 1 - 6 |        | Below |       | At |        | Above |       | Total               |
|-----------------------------|--------|-------|-------|----|--------|-------|-------|---------------------|
| All                         | Male   | 7     | 13.7% | 42 | 82.4%  | 2     | 3.9%  | <a href="#">51</a>  |
|                             | Female | 8     | 13.6% | 47 | 79.7%  | 4     | 6.8%  | <a href="#">59</a>  |
|                             | Total  | 14    | 13%   | 88 | 81.5%  | 6     | 5.6%  | <a href="#">110</a> |
| Maori                       | Male   | 5     | 22.7% | 17 | 77.3%  | 0     | 0%    | <a href="#">22</a>  |
|                             | Female | 1     | 8.3%  | 11 | 91.7%  | 0     | 0%    | <a href="#">12</a>  |
|                             | Total  | 6     | 17.6% | 28 | 82.4%  | 0     | 0%    | <a href="#">34</a>  |
| Pasifika                    | Male   | 0     | 0%    | 0  | 0%     | 0     | 0%    | 0                   |
|                             | Female | 1     | 33.3% | 2  | 66.7%  | 0     | 0%    | <a href="#">3</a>   |
|                             | Total  | 1     | 33.3% | 2  | 66.7%  | 0     | 0%    | <a href="#">3</a>   |
| Asian                       | Male   | 1     | 11.1% | 7  | 77.8%  | 1     | 11.1% | <a href="#">9</a>   |
|                             | Female | 6     | 26.1% | 15 | 65.2%  | 2     | 8.7%  | <a href="#">23</a>  |
|                             | Total  | 7     | 21.9% | 22 | 68.8%  | 3     | 9.4%  | <a href="#">32</a>  |
| MELAA                       | Male   | 0     | 0%    | 3  | 100.0% | 0     | 0%    | <a href="#">3</a>   |
|                             | Female | 0     | 0%    | 5  | 100.0% | 0     | 0%    | <a href="#">5</a>   |
|                             | Total  | 0     | 0%    | 8  | 100.0% | 0     | 0%    | <a href="#">8</a>   |
| NZ/European                 | Male   | 1     | 5.9%  | 15 | 88.2%  | 1     | 5.9%  | <a href="#">17</a>  |
|                             | Female | 0     | 0%    | 14 | 87.5%  | 2     | 12.5% | <a href="#">16</a>  |
|                             | Total  | 1     | 3.0%  | 29 | 87.9%  | 3     | 9.1%  | <a href="#">33</a>  |

**Observations:**

- Across all demographics, the majority of students perform at or close to expected grade levels in reading.

There are variations among different ethnicities:

- Maori students have a higher percentage below the Curriculum level compared to others. Out of the 6 Maori students currently reading below expectation, 2 boys are ORS-funded and 3 students have been diagnosed with learning difficulties.
- Pasifika and Asian students also show a higher percentage below grade level compared to the overall average. Most of our students classified as Asian are English as a Second Language Speakers.
- NZ/European students have a notably higher percentage performing at or above grade level compared to the overall average.
- Gender differences in reading proficiency are minimal.

**Conclusion:**

The data highlights variations in reading proficiency among different ethnicities, indicating potential areas for targeted support or resources to improve reading outcomes for specific groups. It's essential to continue tailored approaches to support all students, ensuring they reach their full potential in reading proficiency.

# Strategies for Reading Improvement:

## Structured Literacy for Senior Students:

- Implement structured literacy programs tailored for senior students (Years 4, 5, and 6) to address gaps identified in foundational literacy skills.

## Enhanced Support for Year 3 Cohort:

- Continue offering additional support and resources to sustain the higher percentage of students at or above curriculum level in Year 3. Identify and reinforce the successful practices applied in this cohort.

## Tailored Support for Targeted Learners:

- Maori Students: Continue to offer specialised interventions for students with learning difficulties or special needs. Incorporate culturally responsive approaches to engage and support their learning.
- Pasifika and Asian Students: Continue to develop ESOL-focused reading and oral language programs and support groups to assist Pasifika and Asian students with English language challenges, focusing on language acquisition and comprehension.

## Inclusive Interventions:

- Collaborate with learning support coordinators, literacy specialists, and classroom teachers to design inclusive interventions targeting students working below the expected level across all ethnicities and genders.

## Ongoing Progress Monitoring and Support:

- Implement regular assessments to track progress and identify areas needing further attention. Provide continuous support based on data-driven insights and adjust strategies accordingly.

## Teacher Professional Development:

- Offer professional development opportunities to teachers, focusing on differentiated instruction and culturally responsive teaching practices to meet diverse learning needs effectively.

By implementing these targeted strategies, we aim to bridge the gaps in reading proficiency among different ethnicities and support all students, ensuring they achieve optimal reading levels at St. Michael's School.

## Term 4 Writing Data

|                     | Below       | At          | Above     | Total Pupils |
|---------------------|-------------|-------------|-----------|--------------|
| <b>Y0</b>           | 0%          | 100%<br>(9) | 0%        | 8%<br>(9)    |
| <b>Y1</b>           | 8%<br>(1)   | 92%<br>(11) | 0%        | 11%<br>(12)  |
| <b>Y2</b>           | 6%<br>(1)   | 89%<br>(16) | 6%<br>(1) | 16%<br>(18)  |
| <b>Y3</b>           | 24%<br>(4)  | 76%<br>(13) | 0%        | 15%<br>(17)  |
| <b>Y4</b>           | 46%<br>(6)  | 46%<br>(6)  | 8%<br>(1) | 12%<br>(13)  |
| <b>Y5</b>           | 18%<br>(4)  | 82%<br>(18) | 0%        | 20%<br>(22)  |
| <b>Y6</b>           | 26%<br>(5)  | 68%<br>(13) | 5%<br>(1) | 17%<br>(19)  |
| <b>Total pupils</b> | 19%<br>(21) | 78%<br>(86) | 3%<br>(3) | (110)        |

### Observations:

- There is variability in writing proficiency across different year levels, akin to the reading data pattern.
- Year 4 stands out with a significant proportion of students performing below the curriculum level in writing.
- Most students across year levels perform at or close to the curriculum level, showcasing a strong foundation in writing, much like the reading data's observations.

### Areas for Focus:

- Similar to the reading data, the Year 4 cohort will require targeted interventions and support strategies to address the higher percentage of students performing below grade level in writing.
- Continuous support and resources will be beneficial to increase the number of students performing above grade level across all year levels in writing.

| All students<br>Years 1 - 6 |        | Below |       | At |        | Above |       | Total               |
|-----------------------------|--------|-------|-------|----|--------|-------|-------|---------------------|
|                             |        | No    | %     | No | %      | No    | %     | No                  |
| All                         | Male   | 12    | 23.5% | 38 | 74.5%  | 1     | 2.0%  | <a href="#">51</a>  |
|                             | Female | 9     | 15.3% | 48 | 81.4%  | 2     | 3.4%  | <a href="#">59</a>  |
|                             | Total  | 21    | 19.1% | 86 | 78.2%  | 3     | 2.7%  | <a href="#">110</a> |
| Maori                       | Male   | 9     | 40.9% | 13 | 59.1%  | 0     | 0%    | <a href="#">22</a>  |
|                             | Female | 2     | 16.7% | 10 | 83.3%  | 0     | 0%    | <a href="#">12</a>  |
|                             | Total  | 11    | 32.4% | 23 | 67.6%  | 0     | 0%    | <a href="#">34</a>  |
| Pasifika                    | Male   | 0     | 0%    | 0  | 0%     | 0     | 0%    | 0                   |
|                             | Female | 1     | 33.3% | 2  | 66.7%  | 0     | 0%    | <a href="#">3</a>   |
|                             | Total  | 1     | 33.3% | 2  | 66.7%  | 0     | 0%    | <a href="#">3</a>   |
| Asian                       | Male   | 2     | 22.2% | 6  | 66.7%  | 1     | 11.1% | <a href="#">9</a>   |
|                             | Female | 6     | 26.1% | 17 | 73.9%  | 0     | 0%    | <a href="#">23</a>  |
|                             | Total  | 8     | 25.0% | 23 | 71.9%  | 1     | 3.1%  | <a href="#">32</a>  |
| MELAA                       | Male   | 0     | 0%    | 3  | 100.0% | 0     | 0%    | <a href="#">3</a>   |
|                             | Female | 0     | 0%    | 5  | 100.0% | 0     | 0%    | <a href="#">5</a>   |
|                             | Total  | 0     | 0%    | 8  | 100.0% | 0     | 0%    | <a href="#">8</a>   |
| NZ/European                 | Male   | 1     | 5.9%  | 16 | 94.1%  | 0     | 0%    | <a href="#">17</a>  |
|                             | Female | 0     | 0%    | 14 | 87.5%  | 2     | 12.5% | <a href="#">16</a>  |
|                             | Total  | 1     | 3.0%  | 30 | 90.9%  | 2     | 6.1%  | <a href="#">33</a>  |

### **Observations:**

- Overall, a larger proportion of male students (23.5%) are below in writing compared to female students (15.3%).
- Among ethnicities, Maori and Pasifika students have higher percentages below compared to the overall average.
- Asian students have a slightly higher percentage below compared to the overall average but have a notable portion (3.1%) above.
- NZ/European students demonstrate higher proficiency, with a lower percentage below and a higher percentage above compared to the overall average.

### **Conclusion:**

- The data indicates disparities in writing proficiency across genders and ethnicities.
- Students from Maori and Pasifika backgrounds exhibit a higher percentage below compared to the overall average, suggesting a need for targeted interventions and support strategies.
- Asian students show promise with a higher percentage above, indicating strengths in writing proficiency.

### **Focus Areas:**

- To continue to implement tailored support strategies for Maori and Pasifika students to bridge the gap in writing proficiency.
- Continue ESOL support and resources to increase the number of students performing at the above level among Asian students.

**Strategies for Improving Writing Outcomes:**

**Targeted Interventions for Year 4:**

- Implement focused interventions and additional support specifically for next year’s Year 5 students to address the higher percentage performing below curriculum level in writing. Offer differentiated instruction and additional writing practice sessions.

**Maori and Pasifika Students:**

- Develop culturally responsive writing programs that integrate cultural elements and stories, engaging Maori and Pasifika students more effectively. This approach will foster interest and motivation in writing.
- Collaborate with community leaders or cultural advisors to create writing initiatives that connect students' cultural heritage with literacy.

**Asian Students:**

- Continue ESOL (English for Speakers of Other Languages) support programs tailored to the writing skills of Asian students. Emphasise language acquisition, vocabulary, and sentence structure, targeting areas that need improvement.

**Teacher Professional Development:**

- Provide teachers with professional development opportunities focused on differentiated instruction and strategies to enhance writing skills across diverse student groups. Training on culturally responsive teaching methods will also be a focus.

**Use of Technology and Interactive Tools:**

- Incorporate digital writing platforms and applications that provide interactive writing exercises, enabling students to practice writing skills in engaging ways.
- Make applications for Assistive Technology for students with additional learning needs.

**Continuous Progress Monitoring and Support:**

- Implement regular assessments to monitor writing progress and identify areas needing improvement. Provide ongoing support based on data-driven insights and adjust strategies accordingly.

By implementing these targeted strategies, we aim to enhance writing outcomes for all students, ensuring they achieve optimal proficiency in writing at St. Michael's School.

## Term 4 Mathematics Data

|                     | Total<br>Below | Total<br>At        | Total<br>Above | Total<br>Pupils |
|---------------------|----------------|--------------------|----------------|-----------------|
| <b>Y0</b>           | 0%             | <b>100%</b><br>(9) | 0%             | 8%<br>(9)       |
| <b>Y1</b>           | 8%<br>(1)      | <b>92%</b><br>(11) | 0%             | 11%<br>(12)     |
| <b>Y2</b>           | 6%<br>(1)      | <b>94%</b><br>(17) | 0%             | 16%<br>(18)     |
| <b>Y3</b>           | 24%<br>(4)     | <b>76%</b><br>(13) | 0%             | 15%<br>(17)     |
| <b>Y4</b>           | 23%<br>(3)     | <b>62%</b><br>(8)  | 15%<br>(2)     | 12%<br>(13)     |
| <b>Y5</b>           | 18%<br>(4)     | <b>77%</b><br>(17) | 5%<br>(1)      | 20%<br>(22)     |
| <b>Y6</b>           | 26%<br>(5)     | <b>47%</b><br>(9)  | 26%<br>(5)     | 17%<br>(19)     |
| <b>Total pupils</b> | 16%<br>(18)    | 76%<br>(84)        | 7%<br>(8)      | (110)           |

**Conclusion:**

- The majority of students are at the curriculum level in mathematics, showcasing a strong foundational proficiency across most year levels.

**Focus Areas:**

- Focusing support strategies on Years 4, 5, and 6 to address the larger percentages below their curriculum level.
- Tailoring interventions or challenges for students in Year 6 who demonstrate proficiency above their curriculum level to enhance their progress.

| All students<br>Years 1 - 6 |        | Below |       | At |        | Above |       | Total      |
|-----------------------------|--------|-------|-------|----|--------|-------|-------|------------|
|                             |        | No    | %     | No | %      | No    | %     | No         |
| All                         | Male   | 8     | 15.7% | 39 | 76.5%  | 4     | 7.8%  | <u>51</u>  |
|                             | Female | 10    | 16.9% | 45 | 76.3%  | 4     | 6.8%  | <u>59</u>  |
|                             | Total  | 18    | 16.4% | 84 | 76.4%  | 8     | 7.3%  | <u>110</u> |
| Maori                       | Male   | 5     | 22.7% | 17 | 77.3%  | 0     | 0%    | <u>22</u>  |
|                             | Female | 3     | 25.0% | 9  | 75.0%  | 0     | 0%    | <u>12</u>  |
|                             | Total  | 8     | 23.5% | 26 | 76.5%  | 0     | 0%    | <u>34</u>  |
| Pasifika                    | Male   | 0     | 0%    | 0  | 0%     | 0     | 0%    | 0          |
|                             | Female | 1     | 33.3% | 1  | 33.3%  | 1     | 33.3% | <u>3</u>   |
|                             | Total  | 1     | 33.3% | 1  | 33.3%  | 1     | 33.3% | <u>3</u>   |
| Asian                       | Male   | 2     | 22.2% | 6  | 66.7%  | 1     | 11.1% | <u>9</u>   |
|                             | Female | 6     | 26.1% | 16 | 69.6%  | 1     | 4.3%  | <u>23</u>  |
|                             | Total  | 8     | 25.0% | 22 | 68.8%  | 2     | 6.3%  | <u>32</u>  |
| MELAA                       | Male   | 0     | 0%    | 2  | 66.7%  | 1     | 33.3% | <u>3</u>   |
|                             | Female | 0     | 0%    | 5  | 100.0% | 0     | 0%    | <u>5</u>   |
|                             | Total  | 0     | 0%    | 7  | 87.5%  | 1     | 12.5% | <u>8</u>   |
| Other                       | Male   | 0     | 0%    | 0  | 0%     | 0     | 0%    | 0          |
|                             | Female | 0     | 0%    | 0  | 0%     | 0     | 0%    | 0          |
|                             | Total  | 0     | 0%    | 0  | 0%     | 0     | 0%    | 0          |
| NZ/European                 | Male   | 1     | 5.9%  | 14 | 82.4%  | 2     | 11.8% | <u>17</u>  |
|                             | Female | 0     | 0%    | 14 | 87.5%  | 2     | 12.5% | <u>16</u>  |

## Gender and Ethnicity Analysis:

### Gender:

- Similar percentages across male and female students in maths proficiency levels, with minor variations.

### Ethnicity:

Variability in proficiency levels across different ethnicities:

- Maori: A higher percentage are working below the curriculum level compared to the overall average.
- Asian: A slightly higher percentage are working above the curriculum level compared to the overall average.
- MELAA and NZ/European: Higher percentages at or above curriculum level compared to the overall average.

### Conclusion:

- While the majority of students are at the expected curriculum level, there are disparities among different ethnicities, notably with Maori students showing higher percentages working below.
- Asian, MELAA, and NZ/European students demonstrate proficiency levels slightly above the overall averages in various categories.

### Focus Areas:

- Targeted support strategies have been planned for all students working below their expected curriculum level, with particular consideration for our Maori students and how we can work more culturally responsively.
- A plan is being developed with the help of our LSC for 2024.

**Strategies for Maths Improvement:**

Targeted Support for Years 4, 5, and 6:

- Implement tailored programs and workshops focusing on specific areas where students in these years struggle.
- Offer additional support classes or small-group sessions for students falling below the curriculum level to address their challenges effectively. (ALiM)

Interventions for High Performers in Year 6:

- Develop advanced challenges or projects for Year 6 students who demonstrate proficiency above the curriculum level. This can help them further excel in mathematics.

Culturally Responsive Support for Maori Students:

- Work closely with the Learning Support Coordinator (LSC) and incorporate culturally responsive teaching practices for Maori students. This will involve integrating cultural elements into mathematics lessons to enhance engagement and understanding.

Collaborative Planning with LSC for 2024:

- Develop a comprehensive plan in collaboration with the LSC for the upcoming year. This plan will include targeted interventions, resources, and initiatives to support learners who are working below their expected curriculum level.

Staff PLD:

- Kahui Ako focus in 2024 is Mathematics. TOD with Rob Proffit-White in January

Regular Progress Monitoring:

- Implement ongoing assessments to monitor the progress of students. This will help evaluate the implemented strategies' effectiveness and make necessary adjustments accordingly.

Engage Parents and Guardians:

- Foster communication with parents or guardians to keep them informed about their child's progress and provide them with resources or strategies to support their child's mathematics learning at home.

By employing these strategies, we aim to create a more inclusive and supportive learning environment, ensuring that every student receives the necessary assistance to thrive in mathematics.

# How we have given effect to Te Tiriti o Waitangi

To give effect to Te Tiriti o Waitangi (the Treaty of Waitangi) in our school we embrace the principles of partnership, participation, and protection outlined in the treaty. Incorporating a bicultural approach in our school's policies, practices, and relationships contribute to a more inclusive and culturally responsive educational environment.

## Incorporate Te Reo Māori and Tikanga Māori:

**Language:** Te Reo Māori is incorporated into daily school life, including prayer, signage, greetings, and basic communication. Opportunities have been made available for staff and students to learn and use Māori phrases.

**Cultural Practices:** Tikanga Māori is incorporated in school events, ceremonies, and daily routines.

## Cultural Competence Training:

**Staff Development:** All staff have been involved in Cultural competency training to ensure they understand and respect Māori cultural values and perspectives.

**Professional Development:** Professional development opportunities related to Te Tiriti o Waitangi, Māori history, and contemporary issues are ongoing.

## Curriculum Integration:

**Incorporate Māori Perspectives:** Our localised curriculum reflects Māori history, culture, and contributions to New Zealand society. This includes integrating Māori literature, history, and art into various subjects.

**Embedding Treaty Principles:** We have worked at explicitly incorporating the principles of Te Tiriti o Waitangi into the curriculum, emphasising the partnership, participation, and protection aspects.

## Māori Representation:

**Board of Trustees:** We have representation of Māori on the Board of Trustees to ensure a diverse range of voices and perspectives in decision-making.

**Staff Representation:** Where possible we aim for a diverse teaching staff that includes Māori educators. This provides positive role models for Māori students and contributes to a more inclusive school culture.

# How we have given effect to Te Tiriti o Waitangi

## Community Engagement:

**Consultation with Iwi:** We are working on establishing and maintaining relationships with local iwi within our church community. We involved them in the decision-making processes around our school values and decisions that affect Māori students and their families.

**Whānau Engagement:** As a school community we foster strong connections with whānau through regular communication, involvement in school events, and creating a welcoming environment.

## Treaty-Based Policies:

**Review and Develop Policies:** Our School Doc policies are regularly reviewed to ensure they align with the principles of Te Tiriti o Waitangi. Specific policies that address Māori perspectives, cultural practices, and language use are currently due for review.

## Recognition and Celebration:

**Significant Dates:** As a school, we recognise and celebrate important Māori cultural events and significant dates ie. Waitangi Day, Matariki, Maori Language Week

## Feedback and Reflection:

**Regular Review:** We assess the school's progress in giving effect to Te Tiriti o Waitangi and make adjustments as needed.

**Feedback Mechanisms:** We regularly seek feedback from our Māori community, including students, parents, and local iwi.

# Kiwisport funding

## Kiwisport funding

Schools and kura are asked to include a short statement in their annual reports on how they have used their Kiwisport funding to increase students' participation in organised sport. The use of the Kiwisport funding is monitored as part of schools and kura regular Education Review Office reviews. The Kiwisport funding does not form part of the financial statements. It should be shown as a separate statement within the annual report.

In 2023, St Michael's Catholic School received \$1623.20 of Kiwisport Funding. This funding was used for the following:

Participation of the whole school in the Rotorua Mini Marathon

Purchased sports equipment and gear for use during physical education classes, school sports teams, and lunchtime activities.

Transporting the school to the Redwoods for the annual cross country event.

Hardship grants to subsidise school camp for the senior students.

Teachers participated in PLD

Through the use of the Kiwisport funding, we have attempted to foster a love of physical activity and sports among our students, promoting physical health, mental wellbeing, and lifelong habits that will benefit them in the future. Our students have the opportunity to participate in a variety of sports and sporting activities.

Hockey, netball, soccer, touch, miniball

Gymnastics

Mini Marathon

Cross Country

Athletics

Cricket coaching

Swimming

Water Safety

Camp