



2024 Annual Report - St Michael's Catholic School

Principal: Rachael McLanachan

Presiding Member: Joseph Assen

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2024 Board Members

Board Members	Date Term Finishes
Joseph Assen (Prop Rep) Presiding Member	June 2025
Alistair Burns (Parent rep)	June 2024
Nick Horton (Deputy PM)	June 2025
Rachael McLanachan (Principal)	
Shayla O'Neill (Staff Rep)	June 2025
Bridget Wass (Prop Rep)	Mar 2024
Bernadette Fredericksen	June 2025
Chris Hepi (Prop Rep)	Mar 2024
Angela Smith - Bigwood (Elected Parent)	June 2025
Amiria Savea (Elected Parent)	Sept 2024

St. Michael's Catholic School End of Year Principals Report 2024

Introduction

As we conclude another successful year at St. Michael's Catholic School, we reflect on our achievements and progress, celebrate our highlights, and look ahead to 2025. Guided by our Catholic character, a commitment to equity, and a focus on continuous improvement, 2024 has been a year of significant growth.

Staff and Community

The strength of our school lies in its people. Our teaching and support staff have been nothing short of incredible this year. They have embraced challenges with dedication, always placing the needs of our tamariki at the forefront. A highlight has been the appointment of our new DRS, whose leadership has further enriched the Catholic Character of our school.

Our support staff, including our teacher aides, office administrator Cristy, and caretaker Bruce, have been pivotal to our success. Their commitment ensures our school operates smoothly, remains welcoming, and provides a safe and immaculate environment for our tamariki.

Roll Growth

We have experienced steady roll growth this year, a reflection of the trust and confidence our whānau place in us. This is a positive trend, and we are well-positioned to continue attracting families with our strong values, community spirit, and quality education.

Tamariki Achievement and Preparedness

Our tamariki continue to amaze us with their growth, resilience, and enthusiasm for learning. I am particularly proud of our Year 6 students, who are leaving us well-prepared for intermediate. Their development reflects the collective efforts of our staff, whānau, and parish community.

Whānau Survey Results

The recent whānau survey provides valuable insights into the strengths of our school and areas for growth.

Key Highlights:

- **Community and Inclusivity:** Families appreciate our warm, welcoming environment and the strong relationships between staff, students, and whānau.
- **Educational and Cultural Commitment:** Feedback highlights the dedication of our staff to holistic education and cultural inclusivity through activities like kapa haka and te reo integration.
- **Faith Integration:** Families value the spiritual growth fostered by our Catholic ethos, which is often cited as a key reason for choosing St. Michael's.

Support for Future Planning

These survey results, combined with our focus on equity and excellence, have helped guide our planning for 2025. Initiatives like implementing PRIME Maths, the Writer's Workshop approach, and strengthening our cultural responsiveness remain priorities.

Data and Acceleration Rates

Our commitment to excellence is reflected in the data from our structured literacy approach and targeted interventions. Over the past four years, we have seen consistent acceleration in reading and writing achievement, particularly for our most at-risk learners. In 2024, we demonstrated strong academic progress across reading, writing, and maths, with most students achieving accelerated progress. Reading outcomes were particularly encouraging, reflecting the impact of our structured literacy approach and targeted support. Writing progress showed solid gains, especially among girls and Māori students, and will be further supported in 2025 with the introduction of the Writer's Workshop model. Maths saw significant improvements across all demographic groups, supported by professional learning. Moving forward, initiatives like PRIME Maths and Maths Whizz aim to build on this success, ensuring all students achieve their full potential.

Specific programs, such as the Better Start Literacy Approach and small group or one-on-one instruction, have demonstrated accelerated progress for students needing additional support. This achievement data drives our curriculum design, ensuring that every child is supported to achieve their full potential in a faith-centered and culturally responsive environment.

St. Michael's Localised Curriculum 2025

At St. Michael's Catholic School, our Localised Curriculum is rooted in our Catholic faith, guiding students to grow in knowledge, love, and service of God, themselves, and others. We integrate inquiry-based learning with the Gospel values, fostering connections between students' learning, their faith, and their community.

Term 1: Tūrangawaewae – Where I Stand

Big Idea: Discovering ourselves by understanding who and what have gone before.

- **Religious Education:** *Our Story – A Tātou Whakapapa*
 - Students explore their personal and cultural whakapapa within the context of our Catholic story. They reflect on the lives of saints, the role of the Church in history, and how our faith connects us to our community and heritage.
- **Special Focus:** Using Catholic prayers, hymns, and rituals to bless our learning spaces and connect our heritage with faith.

Term 2: Kaitiakitanga – Caring for People and Place

Big Idea: Learning about and contributing to the diversity of our natural world in Aotearoa New Zealand.

- **Religious Education:** *God – Te Atua*
 - Students deepen their understanding of God as Creator, reflecting on their responsibility as stewards of God's creation. Lessons include Laudato Si' and practical ways to care for the Earth.

- **Special Focus:** Linking kaitiakitanga with Catholic teachings on stewardship and the call to care for the most vulnerable in our environment.

Term 3: Whanaungatanga – Connections Between People

Big Idea: Exploring relationships that promote personal and collective wellbeing.

- **Religious Education:** *Being Church – Kia Noho Hāhi*
 - Students explore how the Church connects people in faith, through sacraments, service, and shared mission. They engage with the lives of the Mercy Sisters and the legacy of Catherine McAuley.
- **Special Focus:** Celebrating belonging in the Church through liturgies, kapa haka, and shared acts of service within our parish and community.

Term 4: Whakapono i te Mahi – Faith in Action

Big Idea: How can we live our Catholic faith by helping others and showing love in our daily lives?

- **Religious Education:** *Faith in Action – Good News – Te Rongopai*
 - Students live the Gospel message by planning and participating in service projects, connecting their learning to acts of charity and kindness.
- **Special Focus:** Partnering with community groups like St. Vincent de Paul to engage in acts of mercy and service during Advent.

Curriculum Integration and Key Values

Our curriculum emphasizes:

- **Faith Integration:** All learning is underpinned by Catholic teachings, values, and traditions.
- **Cultural Heritage:** Honoring Māori tikanga and embedding cultural inclusivity within a Catholic worldview.
- **Service:** Living out Gospel values through real-world actions, encouraging students to embody *āwhina* and *manaakitanga*.

Through this localised approach, St. Michael's ensures every student grows as a confident, compassionate individual who is deeply connected to their faith, heritage, and community. We believe this curriculum will prepare our tamariki to make meaningful contributions to society and carry the light of Christ into the world.

Highlights of 2024

1. Positive Religious Education (RE) Review

This year's RE Review was a significant milestone, affirming our commitment to nurturing the Catholic special character of St. Michael's. Highlights include:

- Full integration of the new curriculum, *Tō Tātou Whakapono – Our Faith*, into our localised curriculum.

- Strong emphasis on our school charism, including reconnecting with the Mercy Sisters. A visit by two sisters and planning for a staff retreat in 2025 were key outcomes.
- Rachael's completion of Certification in Religious Education and the appointment of a new Director of Religious Studies for 2025.
- A well-embedded school values system that continues to motivate tamariki and kaiako alike.

2. ERO Profile Report (April 2023)

ERO's profile report acknowledged our strengths in:

- Valued relationships with whānau, parish, and community.
- A caring and inclusive environment empowered by Catholic faith.
- Committed, collaborative staff dedicated to improving outcomes for learners.

ERO highlighted the need to prioritize outcomes of equity and excellence through ongoing professional development in Catholic special character, culturally responsive pedagogy, effective assessment for learning, and structured literacy. These areas have been the focus of our work in 2024.

3. Professional Learning and Development (PLD)

Staff engaged in an extensive range of PLD throughout the year, including:

- Structured literacy workshops to support the Better Start Literacy Approach (BSLA).
 - Relationships First PLD with Cognition Education, focusing on culturally responsive practices.
 - Mathematics professional development through *The Learner First* and PRIME Maths.
 - Religious education training and Catholic leadership courses.
- These sessions have strengthened our teaching practices and supported equitable and excellent outcomes for all learners.

4. Community and Whānau Engagement

We have deepened partnerships with whānau, parish, and community groups. Our increased engagement has supported student learning, faith development, and cultural identity.

Progress in 2024

This year, we have made significant strides in the following areas:

- **Culturally Responsive Pedagogy:** Staff have embraced the *Relationships First* framework, and kaiako are adapting classroom practices to reflect greater inclusivity.
- **Effective Assessment for Learning:** Revised assessment practices now better capture diverse learning needs, with clear success criteria guiding teaching and learning.
- **Structured Literacy:** The BSLA program and Reading Recovery have provided targeted support for at-risk learners, and ongoing evaluation ensures continuous improvement.

- **Equity and Excellence:** Progress has been made in tracking outcomes for all learners, with a focus on attendance, engagement, and achievement data to inform interventions.

Looking Ahead to 2025

Our vision for 2025 centres on sustaining and enhancing our progress while addressing areas for growth.

1. Priorities for Equity and Excellence

St. Michael's will continue to prioritise:

- Catholic special character education.
- Culturally responsive pedagogy.
- Effective assessment for learning practices.
- A structured approach to literacy and mathematics

2. Initiatives for 2025

- Appointment of a 0.2 FTTE kaiako dedicated to Te Reo Māori and tikanga Māori, strengthening our commitment to Te Tiriti o Waitangi.
- Ongoing professional development in mathematics (PRIME Maths) and writing (Writer's Workshop).
- Continued engagement with Cognition Education to embed culturally responsive practices.
- A staff retreat with the Mercy Sisters to deepen our understanding of the Mercy charism.

3. Community and Whānau Partnerships

We will deepen relationships with whānau and community, ensuring strong, two-way partnerships that support student learning and wellbeing.

Conclusion

2024 has been a year of significant progress and meaningful achievements at St. Michael's Catholic School. With a strong foundation in place, we look forward to 2025 as an opportunity to further our mission of nurturing the whole child through a faith-based, inclusive, and equitable education.

Thank you to the Board, staff, and community for your unwavering support and dedication. Together, we will continue to create an environment where all learners can thrive.

Rachael McLanachan

Principal
St. Michael's Catholic School

St Michael's Catholic School Annual Implementation of Strategic Priorities - 2024

Strategic Goals (Values) (NELP's)	Initiatives towards Goal	Actioned by	How will we measure achievement?	What success will look like	Allocation of Resources: Financial Staffing Time Allocation
Goal 1A: Special Character Goal: Staff and students will have meaningful intentional encounters with Christ through real life experiences.	Sacramental Programme - Baptism Implementation of Localised Curriculum underpinned by Tō Tātou Whakapono - Our Faith Our School Values - planned lessons Liturgies/ School Masses Service Mary MacKillop Hikoi	DRS Principal DP Teachers	Student, Staff, Community Voice Development of assessment of Tō Tātou Whakapono - Our Faith Participation in liturgies/ Masses by our community.	Sacramental Programme - Baptism: number of students participating in the Sacramental Programme. Implementation of Localised Curriculum underpinned by Tō Tātou Whakapono - Our Faith: monitor how the curriculum aligns with the school's values and mission. Our School Values - Assess the student's understanding and application of these values in their behaviour and interactions. Liturgies/ School Masses: Measure the impact of these gatherings on the spiritual development and sense of community through consultation. Service: Assess the outcomes and impact of these service initiatives on the community being served. Mary MacKillop Hikoi: Evaluate the impact of this event on participants' spiritual connection and understanding of Mary MacKillop's values.	Sacramental Programme: Term 1 Rachael and Shayla Masses: bus trips to St Michael's Church Liturgies in our school Chapel - Deacon Joe Mary MacKillop Hikoi: Term 1 with support from The Rotorua Museum team. Bus costs to Mass Shayla

Goal 1B: Relationships and Responsiveness (Barrier Free Access) Goal: To maintain our Catholic character while also being culturally responsive and giving effect to Te Tiriti o Waitangi, thus creating an inclusive and enriching educational environment for all students.	PLD - Spirituality for Teachers PLD - Maori Spirituality (2024) NZ Catholic Convention (Wellington) DRS/ Principals Convention	DRS Principal DP Teachers	Participation in PLD assignments Catholic Character Goals within PGC Staff report back after PLD opportunities	PLD - CTC Papers: Assess how the knowledge gained from this PLD is integrated into teaching practices and interactions within the school community. PLD - Maori Spirituality (2024): Measure the impact of this PLD on the staff's understanding of Maori spirituality and their ability to incorporate it into the school's culture. NZ Catholic Convention (Wellington): Assess the knowledge and insights gained from the convention and their application within the school. DRS/ Principals Conference: Evaluate the outcomes and impact of the convention on their roles and responsibilities within the school. Staff Report Back After PLD Opportunities: Success is measured by the staff's ability to effectively communicate what they've learned and how they plan to implement it. Assess the impact of their report-back sessions on promoting cultural responsiveness and Catholic character within the school.	NZCE Convention Registration: \$2,700 Flights: Accommodation and Meals: \$2,500 Total NCCE Convention: Attendees: Rachael, Shayla, Jo F and Marion CTC Papers: \$1000 DRS/Principals Conference:
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Strategic Goal 2: Teaching and Learning (Quality Teaching and Leadership) Goal: To provide ākonga with a robust, exciting, and refreshed local school curriculum, which we have developed based on Te Mātaiaho, fostering learner choice, active engagement, and academic achievement.	To develop a robust Assessment schedule To improve Teacher Practice using the Common Practice Model, Teaching to the North East and Niho Taniwha To further develop a robust culturally responsive St Michael's curriculum that aligns with Tō Tātou Whakapono - Our Faith, Te Māhaiaho - Refreshed NZC	DRS Principal DP Teachers Kahui Ako ASL LSC SENCO	Conduct regular classroom observations and peer evaluations to assess the implementation of professional development strategies. Use feedback from these observations to tailor ongoing professional development opportunities for teachers based on their specific needs and areas of improvement. Equity in Academic Outcomes: Analyse academic performance data to ensure that students from diverse backgrounds are achieving equally and making progress. Implement targeted interventions and support programs for underperforming student groups to address achievement gaps.	Improved Teacher Practice: Effective alignment of teaching practices with professional development. Enhanced student feedback Consistent improvement in student academic performance. Improved Engagement by Students: Elevated student engagement Increased participation in activities and discussions. Improved academic achievement linked to engagement.	Professional Development: Maths with Jo Knox/ Rob Proffit: \$1,630 Regional PLD: Government funded. Cognition Education Regional PLD: Government funded. Growth Culture Leadership PLD Rachael / Shayla
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	Intervention Programmes: Reading Recovery Tier 2/3 BSLA ALiM - Maths LSC - intervention groups in literacy and numeracy SwiS - Wellbeing/Engagement SENCO - IEP's for target students / ORS BSLA Training - Shayla - Facilitator role Edith - Year 1 Training - Mircocredential Offer Music lessons - guitar/ drumming / ukulele Computer based programmes - Education Perfect/ WordChain/ Lexia/ iCepts		Attendance and Engagement: Analyse attendance records to identify any correlation between improved behavior and higher attendance rates. Track student participation in extracurricular activities, classroom discussions, and school events as indicators of engagement.	Open, Transparent, Clear Communication: Wider communication channel reach. Positive stakeholder feedback on communication. Increased attendance and participation in events. Culturally Responsive St Michael's Curriculum: Inclusion of diverse cultural content. Integration of culturally responsive practices.	
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Strategic Goal 3: Wellbeing and Environment (Learners at the Centre) Goal: To create a harmonious and inclusive school environment where the wellbeing of ākonga is at the core.	Teaching of our school values, restorative practices and Zones of Regulation Culturally Responsive Practices Student-Centered Learning Safe and Supportive Physical Environment Wellbeing Programs: Inclusive Policies and Practices: Review policies for biases. Enforce diversity and equity policies. Introduce safe spaces - Nurture Room- within school	DRS Principal DP Teachers SWiS	Culturally Responsive Practices: Review curriculum content to ensure diversity representation. Track attendance and engagement in cultural events and speaker sessions. Monitor the use of language support resources and students' language proficiency progress. Student-Centered Learning: Conduct regular assessments and track changes in students' learning needs. Growth mindset: Use surveys or observations to gauge changes in students' mindset. Safe and Supportive Environment: Document the outcomes of safety checks and any corrective actions taken. Observe usage of safe spaces and gather feedback. Conduct surveys to assess the perception of the school's anti-bullying culture. Review and update policies, track policy violations, and assess policy effectiveness.	Improved Behavior from Students: Decreased discipline records and incidents. Favorable perceptions of behavior management. Higher attendance and participation in well-being programs. Culturally Responsive Practices: Curriculum content reflects diverse perspectives and backgrounds. High attendance and active engagement in cultural events. Improved language proficiency progress for students receiving language support. Consistently improving student assessments and meeting individual learning needs. Positive changes in students' mindset, reflected in surveys or observations.	PB4L: \$500 (Prizes, rewards etc)
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Strategic Goal 3: Wellbeing and Environment (Learners at the Centre) Goal: To create a harmonious and inclusive school environment where the wellbeing of ākonga is at the core.	Teaching of our school values, restorative practices and Zones of Regulation Culturally Responsive Practices Student-Centered Learning Safe and Supportive Physical Environment Wellbeing Programs: Inclusive Policies and Practices: Review policies for biases. Enforce diversity and equity policies. Introduce safe spaces - Nurture Room- within school	DRS Principal DP Teachers SWiS	Wellbeing Programs: Evaluate the range and effectiveness of programs offered. Track the usage of counseling services and assess their impact. Measure participation in mindfulness programs and their effects on well-being. Inclusive Policies and Practices: Review policies for bias and make necessary adjustments. Monitor diversity initiatives and assess their impact on equity. Gather feedback on communication effectiveness.	Safe and Supportive Environment: Documented safety checks with corrective actions taken as needed. Observations and positive feedback regarding the usage of nurture spaces. Positive perception of the school's anti-bullying culture, as indicated by surveys. Policies are regularly reviewed, violations are tracked, and policies prove effective in preventing issues. Wellbeing Programs: A diverse range of effective programs are offered. Increased usage of counseling services with positive impacts on well-being. High participation in mindfulness programs with improved well-being outcomes. Inclusive Policies and Practices: Policies are reviewed and adjusted to be free of bias. Diversity initiatives demonstrate a positive impact on equity.	School Docs:
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Strategic Goal 4: Culture, actions and Interactions (Learners at the Centre) Goal: To foster a culturally responsive school community that actively honors and upholds the principles of Te Tiriti o Waitangi through meaningful actions, inclusive interactions, and a strong commitment to Māori culture and language.	Kapa Haka Workshops: employ a kapa haka tutor to work with our roopu and guitarist Te Reo Maori - continue with te reo class lessons Whakapapa research for our school and the students Noho Marae - to learn about Māori customs, protocols, and traditions firsthand. Māori History Curriculum Integration: Integrate Māori history and perspectives into our localised curriculum across various subjects, providing a holistic understanding of New Zealand's unique cultural heritage. Cultural Celebrations: Host cultural events and celebrations, including Matariki and Te Wiki o te Reo Māori and matariki, encouraging active participation and engagement. Make connections with iwi and our parish whanau.	Kapa Haka Lead Kaiako Principal / DP	Measurement: Monitor participation and engagement in Māori Cultural Enrichment Program activities. Gather feedback from students, staff, and parents on the program's impact on cultural understanding and appreciation. Track the integration of Māori perspectives into the curriculum and assess the growth in te reo Māori language proficiency.	Increased Cultural Engagement and awareness: High participation rates in kapa haka, te reo Māori classes, and cultural events, indicating a strong interest in Māori culture within the school community. Students taking leadership roles in kapa haka and cultural activities Language Proficiency Growth: Observable improvement in te reo Māori language proficiency among students, staff, and parents who participate in language classes. Whakapapa Connections: Families actively exploring and sharing their whakapapa, contributing to a deeper sense of cultural identity and connection. Marae Understanding: Students and families demonstrating an understanding of marae customs and protocols, respecting Māori traditions during marae visits. Curriculum Integration: Successful integration of Māori history and perspectives into the curriculum, reflected in student learning outcomes. Cultural Celebrations: Vibrant and inclusive cultural celebrations, where Matariki and Te Wiki o te Reo Māori are enthusiastically embraced by the school community.	Kelly - MU for leading Te Reo Maori and Kapa Haka Education Perfect - Te Reo Maori - \$954 (Year 4 - 6 students) Noho Marae - work with Whare from JPC
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Statement of variance: Progress against Targets

Strategic Goal 1: Reading

By the end of 2024, over 80% of students at St Michael's Catholic School will be at or above their expected curriculum level in reading. This will be achieved through targeted interventions, evidence-based programs, and ongoing staff professional development to support all students' literacy needs.

Annual Target/Goal: As per the annual implementation plan				
Actions List all the actions from your Annual Implementation Plan for this Annual Target/Goal.	What did we achieve? What were the outcomes of our actions? What impact did our actions have?	Evidence This is the sources of information the board used to determine those outcomes.	Reasons for any differences (variances) between the target and the outcomes Think about both where you have exceeded your targets or not yet met them.	Planning for next year – where to next? What do you need to do to address targets that were not achieved. Consider if these need to be included in your next annual implementation plan.
Action 1: Implementation of the Better Start Literacy Approach (BSLA) across Years 1-3 and Ideal for Years 4- 6	BSLA was successfully implemented across the junior school, with a focus on early literacy interventions for at-risk students. Improved reading progress was seen in early learners, with targeted support helping students who were below expectations to	Student reading data from e-asTTle and BSLA assessments. Teacher observation and progress reports. Staff feedback from professional development sessions.	Exceeded targets: Some students made accelerated progress, particularly in the early years, and exceeded the expected curriculum level due to targeted support and structured programs. Not yet met targets: Some students, particularly in senior years, did not meet the	We will continue to provide targeted interventions, with a greater focus on senior students who require further support to reach expected levels. We will also refine our approach to small group instruction to better address the specific needs of these students.

	progress toward their expected curriculum levels. Students identified for targeted support showed measurable improvements in phonemic awareness, decoding, and comprehension skills.	Reports from targeted intervention programs (e.g., small group and one-to-one reading sessions).	expected curriculum level due to more complex learning needs that require ongoing intervention and additional time.	We will carry over our focus on structured literacy programs and targeted interventions for students below the expected curriculum level into next year's plan. Additional professional development in differentiated reading strategies and more personalised learning pathways for senior students will also be prioritised.
<i>Action 2</i> <i>Ongoing professional development for staff in structured literacy programs and culturally responsive teaching.</i>	Staff participated in a series of professional learning sessions focused on literacy strategies, including differentiation and culturally responsive pedagogy. BSLA, IDeaL, No More Marking, Writers Toolbox Increased staff confidence and skills in delivering high-quality literacy instruction, ensuring all students received appropriate support. Teachers reported feeling more equipped to address diverse literacy needs, leading to better engagement and progress for students.	Teachers reported increased confidence and capability in delivering differentiated literacy instruction. Observations/ walkthroughs showed more consistent implementation of structured literacy strategies and culturally responsive teaching practices across classrooms. Teachers noted improved student engagement, especially among priority learners, as a result of more inclusive and targeted teaching practices. Literacy assessments and writing samples showed signs of progress, particularly in areas where structured approaches had been most consistently applied.	Exceeded Targets: Strong staff engagement in PLD led to quick adoption of BSLA, Writer's Toolbox, and No More Marking. Improved collaboration helped embed strategies more effectively across classes. Not Yet Met Targets: Implementation is still inconsistent across some year levels. Impact on student achievement is emerging but not yet fully measurable.	To further strengthen literacy outcomes, we will continue to provide ongoing professional development in structured literacy and culturally responsive teaching. This includes deepening staff understanding of differentiation strategies to support diverse learners and enhancing teacher capacity in Writer's Workshop. We will also seek additional PLD in structured mathematics, ensuring that teachers feel as confident in numeracy as they do in literacy. Further collaboration with other schools using similar approaches will provide valuable insights and shared best practices. These priorities will be incorporated into the next annual implementation plan, ensuring sustained growth in

				teacher capability and student achievement.
Action 3 <i>Targeted interventions for students below the expected curriculum level.</i>	Interventions were delivered in small groups and one-to-one, focusing on students most at risk of falling behind in reading. A significant number of students made progress in reading, but some students still require continued support to reach expected levels. These interventions helped boost confidence in struggling readers, but some students remain below the expected level due to individual learning needs.	Reports from targeted intervention programs (e.g., small group and one-to-one reading sessions, BSLA, Reading Recovery) Progress Monitoring Data: e-asTTle reading scores, BSLA assessments, and teacher tracking showed measurable improvement for many students receiving support. Teacher Observations and Anecdotal Notes: Teachers reported increased confidence and engagement among students in intervention groups. Student Work Samples: Evidence of skill development and application in reading tasks. LSC and Specialist Teacher Reports: Summarised individual student progress and highlighted those still requiring ongoing support.	Many students showed greater than expected gains in reading confidence and fluency due to timely and targeted support. Strong collaboration between classroom teachers, the LSC, and support staff improved the delivery and effectiveness of interventions. Some students did not make the expected progress due to complex learning needs or inconsistent attendance. Limited staffing and time meant not all identified students could access one-to-one support as frequently as needed. Progress for some students is slower and will require sustained, long-term intervention.	Extend and refine intervention programmes to ensure students with the greatest learning needs receive more consistent, intensive support (particularly in reading). Increase staffing/resource allocation for literacy support, especially in junior and senior year levels where progress has been slower. Strengthen monitoring systems to track student progress more closely and adjust interventions as needed. Provide further PLD in structured literacy and differentiated teaching to build teacher capability in supporting diverse learners. Engage whānau more regularly to support student attendance and reinforce learning at home.

Strategic Goal 2: Writing

By the end of 2024, over 80% of students at St Michael's Catholic School will be at or above their expected curriculum level in writing. This will be achieved through the implementation of the Writer's Workshop approach, tailored interventions, and continuous professional development for staff.

Annual Target/Goal:

As per the annual implementation plan

Actions <i>List all the actions from your Annual Implementation Plan for this Annual Target/Goal.</i>	What did we achieve? <i>What were the outcomes of our actions?</i> <i>What impact did our actions have?</i>	Evidence <i>This is the sources of information the board used to determine those outcomes.</i>	Reasons for any differences (variances) between the target and the outcomes <i>Think about both where you have exceeded your targets or not yet met them.</i>	Planning for next year – where to next? <i>What do you need to do to address targets that were not achieved.</i> <i>Consider if these need to be included in your next annual implementation plan.</i>
Action 1 <i>Implementation of the Writer's Workshop approach across all year levels.</i>	The Writer's Workshop approach was successfully rolled out school-wide, with a focus on fostering student engagement and independent writing skills. Increased student motivation and engagement in writing tasks, with visible improvement in writing	Student writing assessments (e-asTTle, teacher assessments, No More Marking for senior students). Progress reports from targeted intervention programs.	Exceeded targets: Some students, especially those who had previously struggled with writing, made significant progress and exceeded expectations. Not yet met targets: A small group of students, particularly in the junior school, did not fully meet the expected	We will continue providing tailored interventions for students who are still below the expected writing level, with additional focus on foundational skills. We will continue the use of Writer's Workshop and targeted interventions, alongside further professional development on

	structure, creativity, and expression. Students showed greater confidence in writing, with many demonstrating improved skills in organization and content development.	Teacher feedback from professional development sessions. Classroom observation and student work samples.	curriculum level in writing due to ongoing struggles with foundational writing skills. These students will need continued targeted support in the coming year.	differentiation in writing instruction. We will also incorporate more frequent formative assessments to monitor progress more effectively.
Action 2 <i>Targeted interventions for students below expected curriculum levels in writing.</i>	Students identified as needing additional support were provided with targeted writing interventions, including small group sessions and one-on-one support. Many students made notable progress, but a few required ongoing support to meet expectations by the end of the year. These interventions helped struggling students gain the skills necessary to improve their writing, but further intervention may be necessary for some to meet the expected curriculum level.	Student writing assessments (e-asTTle, teacher assessments, No More Marking for senior students). Progress reports from targeted intervention programs. Teacher feedback from professional development sessions. Classroom observation and student work samples.	Some students have made faster-than-expected progress due to targeted interventions, strong teacher support, and structured approaches. One-on-one specialist teaching and small group support through BSLA Tier 3 interventions. Increased teacher confidence with structured literacy, leading to more effective differentiation and student progress. Despite strong interventions, some students are still below the expected curriculum levels due to: Gaps in foundational literacy skills, particularly for students with additional learning needs. High learning needs cohort—some students require long-term, intensive support beyond what current interventions can provide. Attendance issues, which have impacted the progress of some targeted students.	To ensure all students continue to make progress in writing, we will refine and expand our targeted interventions. This includes embedding the Writer's Workshop approach, ensuring teachers receive ongoing PLD and coaching support to strengthen writing instruction. We will also refine the use of assessment data (e-asTTle, teacher assessments, No More Marking) to better track student progress and adjust interventions as needed. Additional specialist support for high-needs learners will be prioritized, with continued small-group and one-on-one interventions for students requiring intensive assistance. Attendance challenges will also be addressed through family engagement strategies to ensure at-risk students have consistent learning opportunities. These priorities will be incorporated into our next annual

				implementation plan, ensuring writing remains a key focus area for improvement.
Action 3 <i>Continuous professional development for staff in teaching writing and differentiated instruction.</i>	Staff participated in professional development sessions focused on writing strategies and differentiation to meet the needs of all learners. Teachers demonstrated improved skills in delivering engaging and differentiated writing instruction, ensuring that students at varying levels received appropriate support. Teacher confidence and competence in teaching writing increased, positively impacting student outcomes and engagement in writing.	Student writing assessments (e-asTTle, teacher assessments, No More Marking for senior students). Progress reports from targeted intervention programs. Teacher feedback from professional development sessions. Classroom observation and student work samples.	Continuous Professional Development in Writing reflects both successes and areas for further growth. Staff engagement in professional development led to noticeable improvements in teacher confidence and the delivery of differentiated writing instruction, contributing to enhanced student engagement and progress. Assessment data, including e-asTTle, teacher assessments, and No More Marking, indicate positive trends in student writing outcomes. However, some variability remains across year levels, with certain groups requiring additional targeted support. Further embedding of strategies and ongoing coaching will be necessary to ensure consistent impact across all classrooms.	Continue and deepen professional development in writing, with a focus on consistency of practice across all year levels, especially in areas where progress has been slower. Provide targeted coaching and mentoring for teachers to embed differentiated strategies more effectively in day-to-day writing instruction. Strengthen moderation practices using tools like No More Marking to ensure consistency and shared expectations in writing assessment. Increase support for students not yet meeting expected writing levels, through targeted interventions and small group instruction. Allocate regular team planning and release time to ensure effective integration of professional learning into classroom programmes. Monitor progress through regular data reviews, using e-asTTle, teacher assessments, and student work samples to

				track the impact of instructional changes.
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Strategic Goal 3: Mathematics

By the end of 2024, over 80% of students at St Michael's Catholic School will be at or above their expected curriculum level in mathematics. This will be achieved through the implementation of The Learner First Maths programme, supported by targeted interventions and ongoing professional learning for staff.

Annual Target/Goal: As per the annual implementation plan				
Actions	What did we achieve?	Evidence	Reasons for any differences (variances) between the target and the outcomes	Planning for next year – where to next?
List all the actions from your Annual Implementation Plan for this Annual Target/Goal.	What were the outcomes of our actions? What impact did our actions have?	This is the sources of information the board used to determine those outcomes.	Think about both where you have exceeded your targets or not yet met them.	What do you need to do to address targets that were not achieved. Consider if these need to be included in your next annual implementation plan.

Action 1 <i>Participation in The Learner First Maths professional development.</i>	All staff engaged in professional learning sessions to deepen their understanding of effective maths instruction. Teachers improved their confidence in delivering maths lessons and began implementing strategies from the PLD. A more consistent and structured approach to maths teaching across the school.	Student assessment data (e-asTTle, new maths assessment from The Learner First). Reports from targeted interventions and small-group support. Staff feedback from professional learning sessions. Classroom observations and student work samples.	Exceeded targets: Some students made strong progress due to targeted support and engagement with new resources. Not yet met targets: A group of students did not meet expected levels, highlighting the need for a more structured maths approach.	Implement a school-wide structured maths program and continue targeted interventions. With literacy as our main focus in 2024, mathematics will be our big focus in 2025. This includes structured maths implementation, further professional learning, and continued use of targeted interventions.
Action 2 <i>Trial of PRIME Maths resources and introduction of Maths Whizz for senior students.</i>	Some teachers trialled PRIME Maths resources to explore their effectiveness, and senior students were introduced to Maths Whizz in Term 4. Teachers gained insight into structured maths approaches, and students engaged well with Maths Whizz as a supplementary tool. Early indications suggest that structured approaches and digital tools may support student progress in 2025.	Teachers who trialled PRIME Maths provided feedback on its structure, clarity, and alignment with curriculum expectations. Usage data and engagement levels from Maths Whizz showed positive student interaction and enthusiasm for the platform. Early observations indicated improved lesson flow and student understanding when structured maths approaches were used. Informal Assessments and Student Work Samples: Initial results suggested growing confidence and understanding in key maths concepts. PLD Session Records: Teachers involved in structured	Student engagement with Maths Whizz was higher than expected, with many students independently exploring maths concepts beyond class time. Teachers reported gaining valuable insights from the PRIME Maths trial, which influenced planning for full implementation in 2025. Limited time in Term 4 meant only a small group of teachers trialled PRIME, so full schoolwide impact has not yet been realised. Some staff are still developing confidence in using structured maths approaches and require further PLD and support. Data collection was limited, as trials were short-term and	Full implementation of PRIME Maths across the senior school, with ongoing PLD and support to build teacher confidence and consistency. Introduce structured maths approaches in the junior school using Numicon, supported by targeted PLD for junior teachers. Expand the use of Maths Whizz, ensuring all senior students have access and usage is monitored to inform planning. Provide classroom release time for teachers to plan collaboratively and integrate structured maths approaches effectively. Collect baseline and progress data to track student

		maths PLD began applying key principles observed through the trials.	focused more on exploration than measurable outcomes.	achievement and evaluate the impact of structured programmes. Continue working with The Learner First for expert guidance and curriculum alignment support.
Action 3 <i>Targeted interventions for students below expected curriculum levels.</i>	At-risk students received additional support through small-group interventions and differentiated teaching. Some students made accelerated progress, while others will require ongoing support. Increased student confidence and engagement in mathematics.	Pre- and post-intervention assessment data (e.g. e-asTTle, PAT): Showed progress for many at-risk students, with some making accelerated gains. Teacher observations and progress tracking: Provided insights into student engagement, confidence, and areas still requiring support. Student voice and self-reflection: Indicated increased confidence and enjoyment in maths learning for students receiving targeted support. PLD session reflections: Teachers shared how differentiated strategies and support approaches were being applied in practice.	Some students made accelerated progress due to well-timed, focused interventions and consistent support. Student confidence and engagement in maths improved more than expected, especially for those previously disengaged. A number of students with more complex learning needs require longer-term and more intensive support to make progress. Limited staffing and resourcing meant not all at-risk students could access small-group interventions consistently. The late introduction of structured maths resources meant some support programmes were still developing and not fully embedded.	Increase access to small-group and one-to-one support by allocating additional staffing or teacher aide hours. Strengthen systems for identifying and tracking at-risk students to ensure timely and targeted intervention. Provide further PLD for staff on effective intervention strategies and differentiated maths instruction. Fully embed structured maths programmes to support consistency and continuity across all year levels. Allocate regular time for data review and intervention planning to ensure supports remain responsive to student needs. Engage with whānau to support learning at home and improve attendance for students receiving intervention.

Report on Term 4 Reading Data for St Michael's Catholic School

Overview

The Term 4 reading data for SMCS highlights strong student achievement in literacy, reflecting the school's commitment to structured literacy approaches. The data includes an analysis of overall achievement, gender, and ethnicity, identifying trends and areas for targeted support. With structured literacy embedded across all levels, the school continues to focus on ensuring all students develop strong foundational reading skills.

Key Findings

Overall Achievement: 84% at or above

- **71%** of students are performing at their expected curriculum level, demonstrating a strong literacy foundation.
- **16%** of students are performing above the expected level, showing excellence in reading achievement.
- **13%** of students are working below expectations, highlighting the need for continued targeted interventions.

Gender:

- **Female students:** 86% are performing at or above expectations.
- **Male students:** 82% are performing at or above expectations.
- The data suggests a relatively balanced achievement rate between male and female students, though targeted support may still be needed for some students working below expectations.

Ethnicity:

- **Māori students:** 79% are performing at or above expectations, with 21% requiring additional support.
 - **Pasifika students:** 75% are performing at or above expectations.
 - **Asian students:** 90% are performing at or above expectations.
 - **MELAA students:** 100% are performing at or above expectations.
- The school remains focused on equitable outcomes, ensuring all students receive the necessary support to succeed.

Impact of Structured Literacy & Interventions

- **Better Start Literacy Approach (BSLA):** Continues to be highly effective for junior students, developing strong phonemic awareness and decoding skills.
- **Targeted Small Group & One-on-One Support:** Students identified as below expectations received additional intervention through Reading Recovery and literacy support groups.
- **Professional Learning Development (PLD):** Teachers engaged in structured literacy PLD to ensure consistency in practice across all year levels.

Next Steps for 2025

- **Expanding Literacy Support:** Strengthening literacy interventions for students below expectations, ensuring continued progress.
- **Reading Comprehension Focus:** Emphasising comprehension strategies to develop deeper reading understanding.
- **Continued Professional Development:** Providing further training to support the Writer's Workshop approach, enhancing writing and reading connections.

As SMCS shifts its primary focus to mathematics in 2025, maintaining literacy gains will remain a priority to sustain and build upon student achievement.

Report on Term 4 Writing Data for St Michael's Catholic School (SMCS)

Overview

The Term 4 writing data for SMCS provides insights into student achievement, identifying areas of strength and areas requiring additional support. With the school's commitment to structured literacy and the implementation of the Writer's Workshop approach, students are developing foundational writing skills. The data highlights achievement trends across gender, and ethnicity, informing next steps for 2025.

Key Findings

Overall Achievement: 78% at or above

- **68%** of students are writing at their expected curriculum level, demonstrating competency in literacy development.
- **10%** of students are exceeding expectations, showing strong writing abilities.
- **22%** of students are below expectations, requiring continued intervention and support.

Gender Trends:

- A more detailed analysis of gender achievement trends will be explored to determine if specific strategies are needed to support boys or girls in their writing development.

Ethnicity Trends:

- Additional focus will be given to ensuring equitable outcomes for Māori and Pasifika students, as these groups have historically needed targeted support in literacy development.

Impact of Interventions & Structured Literacy

- **Writer's Toolbox:** The school's commitment to developing writing skills through structured approaches is beginning to show results.
- **Targeted Writing Support:** Students identified as needing additional help receive small-group interventions and one-on-one teacher support.

- **Professional Learning Development (PLD):** Teachers have engaged in writing-focused PLD to improve instructional strategies.

Next Steps for 2025

- **Strengthening Writing Interventions:** Additional support will be provided for students performing below expectations, particularly in Years 2 and 5.
- **Enhancing Writing Across the Curriculum:** Opportunities to integrate writing in other subject areas will be explored.
- **Continued PLD for Teachers:** Ongoing training in the Writer's Toolbox approach will ensure consistency and effectiveness in writing instruction.
- **Monitoring Progress:** Writing assessments will be reviewed to ensure they effectively track student progress.

With a school-wide focus on literacy and structured writing programs, SMCS is well-positioned to continue improving student writing outcomes in 2025.

Our school's writing data shows that **78% of students** are working at or above the expected curriculum level, just **2% short** of your 80% target. Here are some possible reasons why this target wasn't fully met:

1. Impact of New Writing Initiatives

- Our school is in the early stages of implementing the **Writer's Toolbox** and has recently undertaken **Writer's Toolbox PLD**.
- Teachers are still refining their approach, and it will take time for the impact of these changes to be fully reflected in student achievement.

2. Challenges with Structured Literacy Transition

- While **BSLA has accelerated literacy progress**, structured literacy approaches often focus first on decoding and fluency before written expression.
- Some students, especially in Years 1-3, are still developing foundational writing skills.

3. Variability in Year Group Performance

- **Year 5 and Year 6** have a notable proportion of students still below expectations, contributing to the overall shortfall. This cohort did not begin with BSLA in the junior school and are having to catch up on missed learning around structured literacy.
- **Year 3 also has a small percentage of students below expectations**, which indicates a cohort requiring extra writing support.

4. Boys' Writing Achievement

- Nationally, boys often underperform in writing compared to reading and maths.
- Additional engagement strategies such as using more high-interest, choice-based writing tasks are needed.

5. Assessment Alignment & Consistency

- Our school is transitioning **to new assessment and reporting models** based on the refreshed curriculum.
- There may be inconsistencies in how writing achievement is measured or differences in teacher confidence with new assessment tools.

Next Steps to Improve Writing Outcomes

1. **Continue PLD on Writer's Toolbox** – Ensure that all teachers feel confident in implementing this approach effectively.
2. **Targeted Support for Below-Level Students** – Focus on students in Years 3, 5, and 6 who are not yet meeting expectations.
3. **Enhance Engagement for Boys** – Introduce more student-choice writing topics and real-world writing applications.
4. **Refine Assessment Practices** – Ensure consistency in judgments and alignment with the new curriculum expectations.
5. **Strengthen Cross-Curricular Writing Opportunities** – Integrate more writing across other subjects to develop skills in authentic contexts.

Action Plan to Improve Writing Outcomes in 2025

1. Strengthen Implementation of the Writer's Toolbox

- **Goal:** Ensure all teachers are confident in delivering high-quality writing instruction.
Actions:
Provide **ongoing PLD** for teachers on the Writer's Toolbox model.
Identify **teacher mentors** to support colleagues in best practices.
Conduct **learning walks** and **peer observations** to ensure consistency.
Align Writer's Toolbox strategies with **BSLA approaches** to support younger learners.

2. Targeted Support for Students Below Expected Levels

- **Goal:** Accelerate progress for students in Years 3, 5, and 6 who are not yet meeting expectations.
Actions:
Identify at-risk students early through **E-asTTle, No More Marking, and classroom data**.
Implement **Tier 2 and 3 writing interventions** (e.g., small group support, extra conferencing).
Leverage **teacher aides** to provide structured writing scaffolds for struggling students.
Targeted **writing booster sessions** for Year 5-6 in Term 2-3.

3. Increase Engagement, Particularly for Boys

- **Goal:** Improve motivation and confidence in writing, particularly for boys.
Actions:
Expand the use of **high-interest, student-choice writing topics**.
Incorporate **more digital storytelling, comics, and gamified writing tasks**.
Provide **real-world writing experiences**, e.g., blogging, letters, school newspaper.
Use **mentors and role models** (e.g., local authors, older students) to inspire young writers.

4. Improve Assessment & Moderation Consistency

- **Goal:** Ensure that writing achievement judgments are consistent across the school.
Actions:
Conduct **regular moderation sessions** to align teacher judgments.
Use **No More Marking** as an external benchmark for Years 3-6.
Refine assessment tools to align with the **Phases of Learning model** - New Curriculum
Provide PD on **how to assess writing against the new curriculum phases**.

5. Increase Cross-Curricular Writing Opportunities

- **Goal:** Strengthen writing skills across all curriculum areas.
Actions:
Integrate **more writing into reading, maths, science, and religious education**.
Promote **project-based writing tasks** (e.g., research reports, reflections, inquiry projects).
Ensure that writing expectations are reinforced in all subjects, not just literacy blocks.

Measuring Success

Termly progress tracking using e-asTTle and in-class assessments.

Teacher reflections and PLD evaluations on Writer's Toolbox effectiveness.

Student writing samples collected for moderation and growth tracking.

Compare Year 3-6 No More Marking results with national averages.

Report on Term 4 Maths Data for St Michael's Catholic School (SMCS)

Overview

The Term 4 mathematics data for SMCS shows a significant proportion of students performing at or above their expected curriculum levels. The data includes a breakdown by year group, ethnicity, and gender, highlighting trends and areas for growth. The focus for the school is on enhancing numeracy skills across all levels, with particular attention on students who are performing below expectations.

Key Findings

- **Overall Achievement:**
 - 70.4% of students are performing at or above the expected curriculum level for their year group, which reflects a strong level of achievement across the school.
 - 20.4% of students are working below the expected level, indicating that there are opportunities for targeted support to raise achievement for this group.
 - 9.3% of students are performing above the expected curriculum level, demonstrating areas of excellence in maths within the school.
- **Gender:**
 - Female students show a higher rate of performance at or above the expected level (76.4%) compared to male students (64.2%).
 - Male students represent a larger proportion of those performing below the expected level (24.5% compared to 16.4% for females), which may suggest areas for further focus in supporting male students' mathematical growth.
- **Ethnicity:**
 - **Māori students:** 61.9% of Māori students are performing at or above the expected level. There is a small group of Māori students (33.3%) working below the expected level.
 - **Pasifika students:** A higher proportion of Pasifika students (75%) are working at the expected level or above, though the overall number of Pasifika students in the sample is small (4 students).
 - **Asian students:** 69.2% of Asian students are performing at or above expected levels, with a small proportion (19.2%) working below the expected level.
 - **MELAA students:** All MELAA students are performing at or above the expected level, with 100% achieving at the expected level for their year group.
- **Year Group Trends:**
 - **Year 1:** A high proportion (85.7%) of Year 1 students are performing at or above expected levels, reflecting a strong start in the numeracy learning journey.
 - **Year 2:** 75% of Year 2 students are at or above the expected level, with only one student performing below the expected level.
 - **Year 3:** 55% of Year 3 students are performing at the expected level, with 30% achieving above and 15% below expectations.
 - **Year 4:** This year group has a higher proportion of students performing below the expected level (16%) compared to others.
 - **Year 5:** 93% of Year 5 students are performing at or above the expected level, with a small proportion performing below.
 - **Year 6:** This group shows a strong performance with 71% of students achieving at or above the expected level.

Conclusion

The Term 4 maths data reflects overall positive performance at SMCS, with the majority of students meeting or exceeding expectations. There is a need for continued focus on supporting male students and those in Year 4, as well as ensuring that students who are performing below expectations receive targeted support. Teachers will be supported to continue their efforts in differentiating instruction to further accelerate achievement, particularly for those students who are below or at the lower end of the expected curriculum levels. The results demonstrate a strong foundation in maths learning, with promising prospects for continued growth in the coming terms.

T1 Reading Curriculum Level & T3 Reading Curriculum Level 2024

	Accelerated Progress (more than a step progress)						Sufficient Progress (a step progress)					Insufficient Progress (less than a step progress)			Year Total (Boys+ Girls)
Year	Boy 37 (80%)	Girl 47 (98%)	Maori 30 (81%)	Pasifika 2 (100%)	NZ European 25 (93%)	Other 27 (96%)	Boy 8 (17%)	Girl 0 (0%)	Maori 5 (14%)	NZ European 2 (7%)	Other 1 (4%)	Boy 1 (2%)	Girl 1 (2%)	Maori 2 (5%)	
1	<u>7</u> (50%)	<u>5</u> (36%)	<u>5</u> (14%)		<u>3</u> (11%)	<u>4</u> (14%)	<u>2</u> (14%)		<u>2</u> (5%)						14
2	<u>2</u> (25%)	<u>4</u> (50%)	<u>1</u> (3%)	<u>1</u> (50%)		<u>4</u> (14%)	<u>2</u> (25%)		<u>1</u> (3%)		<u>1</u> (4%)				8
3	<u>9</u> (47%)	<u>8</u> (42%)	<u>6</u> (16%)		<u>7</u> (26%)	<u>4</u> (14%)	<u>1</u> (5%)			<u>1</u> (4%)			<u>1</u> (5%)	<u>1</u> (3%)	19
4	<u>5</u> (29%)	<u>11</u> (65%)	<u>5</u> (14%)	<u>1</u> (50%)	<u>4</u> (15%)	<u>6</u> (21%)	<u>1</u> (6%)			<u>1</u> (4%)					17
5	<u>7</u> (50%)	<u>6</u> (43%)	<u>7</u> (19%)		<u>3</u> (11%)	<u>3</u> (11%)	<u>1</u> (7%)		<u>1</u> (3%)						14
6	<u>7</u> (32%)	<u>13</u> (59%)	<u>6</u> (16%)		<u>8</u> (30%)	<u>6</u> (21%)	<u>1</u> (5%)		<u>1</u> (3%)			<u>1</u> (5%)		<u>1</u> (3%)	22
	<u>84</u> (89%)						<u>8</u> (9%)					<u>2</u> (2%)			94

In 2024, St Michael's Catholic School saw strong reading progress, with 89% of students achieving accelerated progress, demonstrating more than a year's growth.

and 9% making sufficient gains, advancing by one curriculum step as expected for their year level. Our structured literacy program, supported by teacher aides and specialists, has been effective, particularly for junior students, while initiatives like iDeaL and cultural responsiveness have enriched learning. Two students with ORS funding and unique support needs demonstrated some incremental progress, and we remain committed to advocating for resources to further assist them. Continued staff development and whānau engagement will strengthen our support for all students as we move forward.

T1 Writing Curriculum Level & T3 Writing Curriculum Level 2024

	Accelerated Progress (more than a step progress)						Sufficient Progress (a step progress)					Insufficient Progress (less than a step progress)				Year Total (Boys+Girls)
Year	Boy 26 (57%)	Girl 41 (85%)	Maori 22 (59%)	Pasifika 2 (100%)	NZ European 22 (81%)	Other 21 (75%)	Boy 18 (39%)	Girl 5 (10%)	Maori 12 (32%)	NZ European 4 (15%)	Other 7 (25%)	Boy 2 (4%)	Girl 2 (4%)	Maori 3 (8%)	NZ European 1 (4%)	
1	4 (29%)	5 (36%)	3 (8%)		2 (7%)	4 (14%)	5 (36%)		4 (11%)	1 (4%)						14
2	1 (13%)	3 (38%)		1 (50%)		3 (11%)	3 (38%)	1 (13%)	2 (5%)		2 (7%)					8
3	6 (32%)	6 (32%)	4 (11%)		6 (22%)	2 (7%)	3 (16%)	1 (5%)	1 (3%)	1 (4%)	2 (7%)	1 (5%)	2 (11%)	2 (5%)	1 (4%)	19
4	4 (24%)	10 (59%)	3 (8%)	1 (50%)	4 (15%)	6 (21%)	2 (12%)	1 (6%)	2 (5%)	1 (4%)						17
5	5 (36%)	6 (43%)	6 (16%)		3 (11%)	2 (7%)	3 (21%)		2 (5%)		1 (4%)					14
6	6 (27%)	11 (50%)	6 (16%)		7 (26%)	4 (14%)	2 (9%)	2 (9%)	1 (3%)	1 (4%)	2 (7%)	1 (5%)		1 (3%)		22
	67 (71%)						23 (24%)					4 (4%)				94

Our writing achievement data for 2024, shows a significant proportion of students demonstrated accelerated progress in writing, with 57% of boys and 85% of girls making more than a step’s progress. Progress was also evident across ethnic groups, with 59% of Māori students achieving accelerated progress, alongside 81% of New Zealand European students. Sufficient progress (a step’s progress) was observed in 39% of boys and 10% of girls, with some variation among ethnic groups. A small number (4%) made insufficient progress, including 8% of Māori. These results reflect a solid foundation to build on for next year.

To further enhance writing progress, we are committed to adopting the Writer’s Workshop model in 2025. This approach, combined with targeted PLD for staff, will support our focus on refining and deepening writing instruction, enabling us to build consistency across classes and empower students to achieve their best writing outcomes.

T1 Maths Curriculum Level & T3 Maths Curriculum Level 2024

	Accelerated Progress (more than a step progress)						Sufficient Progress (a step progress)					Insufficient Progress (less than a step progress)				Year Total (Boys+Girls)
Year	Boy 34 (74%)	Girl 44 (92%)	Maori 29 (78%)	Pasifika 2 (100%)	NZ European 23 (85%)	Other 24 (86%)	Boy 8 (17%)	Girl 3 (6%)	Maori 4 (11%)	NZ European 3 (11%)	Other 4 (14%)	Boy 4 (9%)	Girl 1 (2%)	Maori 4 (11%)	NZ European 1 (4%)	
0																0
1	5 (36%)	2 (14%)	4 (11%)		1 (4%)	2 (7%)	4 (29%)	3 (21%)	3 (8%)	2 (7%)	2 (7%)					14

2	<u>2</u> (25%)	<u>4</u> (50%)	<u>1</u> (3%)	<u>1</u> (50%)		<u>4</u> (14%)	<u>2</u> (25%)		<u>1</u> (3%)		<u>1</u> (4%)					8
3	<u>8</u> (42%)	<u>8</u> (42%)	<u>6</u> (16%)		<u>7</u> (26%)	<u>3</u> (11%)	<u>1</u> (5%)				<u>1</u> (4%)	<u>1</u> (5%)	<u>1</u> (5%)	<u>1</u> (3%)	<u>1</u> (4%)	19
4	<u>6</u> (35%)	<u>11</u> (65%)	<u>5</u> (14%)	<u>1</u> (50%)	<u>5</u> (19%)	<u>6</u> (21%)										17
5	<u>7</u> (50%)	<u>6</u> (43%)	<u>7</u> (19%)		<u>3</u> (11%)	<u>3</u> (11%)						<u>1</u> (7%)		<u>1</u> (3%)		14
6	<u>6</u> (27%)	<u>13</u> (59%)	<u>6</u> (16%)		<u>7</u> (26%)	<u>6</u> (21%)	<u>1</u> (5%)			<u>1</u> (4%)		<u>2</u> (9%)		<u>2</u> (5%)		22
	<u>78</u> (83%)						<u>11</u> (12%)					<u>5</u> (5%)				94

Our maths data for 2024, shows the majority of students demonstrated significant progress, with 74% of boys and 92% of girls achieving accelerated progress (more than one step). This improvement extends across demographic groups, as 78% of Māori, 100% of Pasifika, 85% of New Zealand European, and 86% of other students met the accelerated progress benchmark. Sufficient progress (one step) was achieved by 17% of boys and 6% of girls, with some students (5%) showing insufficient progress, indicating areas for focused support.

Our 2024 PLD with The Learner First (TLF) in Maths has been instrumental in this progress, supporting teachers in delivering targeted, high-quality maths instruction. Building on this foundation, we are committed to enhancing our maths curriculum in 2025 by implementing the PR1ME Maths program school-wide and introducing Maths Whizz, an adaptive online platform. This approach is designed to consolidate and extend students' mathematical understanding and provide differentiated support to meet each learner's needs. Our dedication to continuous improvement aims to sustain and deepen student success in maths across all year levels.

In 2024, St. Michael's Catholic School students demonstrated strong progress across reading, writing, and maths. Reading outcomes were especially encouraging, with most students making accelerated progress, reflecting the impact of structured literacy and targeted support. In writing, while a large number of students

made more than a year's progress, there remains a small group requiring additional support. Our commitment to implementing the Writer's Workshop approach next year, alongside focused PLD, will address these needs and bolster writing instruction.

Maths also saw promising growth, backed by The Learner First PLD. The introduction of PR1ME Maths and Maths Whizz in 2025 is expected to further strengthen and support differentiated learning. Overall, the year’s data shows that students are benefitting from our dedicated instructional efforts, and our continued initiatives for 2025 will build on this success.

St Michael’s Catholic School - Mathematics Achievement Action Plan – 2025

Our Vision

To empower students with a strong foundation in mathematics, fostering confidence, cultural connection, and academic success through high-quality teaching, targeted supports, and community engagement.

Strategic Goals

- 1. Raise achievement in mathematics across all year levels.
- 2. Provide equitable, culturally responsive support for diverse learners.
- 3. Build teacher capacity through structured programmes and targeted PLD.

Action Plan Overview

Focus Area	Actions	Resources Needed	Expected Outcomes
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PRIME Maths	Implement PRIME Maths across all classrooms. Conduct PLD for teachers.	PRIME teacher guides, student books	Consistent, structured maths teaching across the school.
Professional Development	PLD with The Learner First to enhance inquiry-based learning and cultural responsiveness.	PLD funding and facilitator time	Improved teacher confidence and pedagogy; integration of culturally relevant contexts.
Numicon for Juniors	Provide Numicon kits and training for Years 1–3 teachers. Integrate into lessons and ALiM.	Numicon sets, teacher PLD	Strong foundational skills in number sense for junior students.
Maths Whizz	Introduce Maths Whizz for personalized learning. Use data to identify gaps and adjust plans.	Online platform access, training	Increased student engagement; measurable progress in mathematical fluency.

Timeline

Term	Actions	Milestones
Term 1	Launch PRIME Maths; initial teacher PLD. Begin ALiM interventions for Term 1 cohort.	All classes using PRIME Maths; first ALiM cohort identified.
Term 2	Introduce Numicon in junior classrooms. Continue Maths Whizz rollout and staff training.	Numicon fully integrated in Years 1–3; Maths Whizz data used to track progress.
Term 3	Evaluate ALiM and Maths Whizz progress. Conduct collaborative staff reviews of PRIME implementation.	Mid-year review of achievement data; adapt plans as necessary.

Term 4	Share annual progress data with staff, board, whānau, and Ngāti Whakae. Celebrate success and plan next steps for 2026.	Finalized progress report and community celebrations.
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Success Indicators

1. **Quantitative Data:**
 - Improved E-asttle Maths results across year levels.
 - Reduction in the number of students identified as below expected curriculum levels.
2. **Qualitative Feedback:**
 - Positive teacher and student reflections on PRIME, Maths Whizz, and Numicon.
 - Whānau engagement in celebrating student success.
3. **Equity Measures:**
 - Evidence of accelerated progress for identified at-risk learners through ALiM and targeted supports.

How we have given effect to Te Tiriti o Waitangi

At St Michael's Catholic School, giving effect to **Te Tiriti o Waitangi** (the Treaty of Waitangi) would involve taking a holistic approach that honors both the Treaty's principles and the school's Catholic values. Given the school's commitment to cultural responsiveness and its focus on relationships, this might look like:

1. Partnership:

- **Collaboration with Whānau and Iwi:** Actively engaging with the school's Māori community and local iwi, ensuring that whānau, Māori leaders, and cultural advisors are involved in decision-making processes. This might include regular consultation and feedback loops with Ngāti Whakaue, as you've mentioned, to ensure Māori voices are heard and their perspectives are embedded in school policies and practices.
- **Kaumātua Leadership:** St Michael's has a strong relationship with its kaumatua, which is a key part of partnership. By upholding the mana of the kaumatua and maintaining a supportive relationship, the school demonstrates respect for Māori culture and leadership.

2. Protection:

- **Cultural Heritage and Practices:** Ensuring that Māori language, culture, and customs are valued and protected within the school environment. This could include te reo Māori being taught in classrooms, celebrating key Māori events such as Matariki, and incorporating tikanga Māori into daily practices.
- **Māori Representation in Curriculum:** Ensuring that Māori history, culture, and worldviews are authentically integrated into the curriculum. The school could continue focusing on the legacy of Matua Chris Hepi and Māori leaders within the school, ensuring Māori students feel their identity is valued.

3. Participation:

- **Inclusive Educational Environment:** Creating a learning environment where all students, regardless of ethnicity, feel respected and included. The school could make sure that Māori students are actively engaged in their learning, supported through initiatives like tailored learning pathways and resources in te reo Māori.
- **Student Leadership Opportunities:** Encouraging Māori students to take on leadership roles within the school community, ensuring they have a voice in decision-making and are represented in school leadership.
- **Building Teacher Capacity:** Offering professional development to staff so they have the knowledge and skills to engage meaningfully with Māori students and their whānau, ensuring that culturally responsive pedagogy is not just an add-on, but embedded in everyday teaching practices.

4. Equity and Excellence:

- **Targeted Support for Māori Learners:** With the school's commitment to equity and excellence, special attention could be given to ensuring that Māori students, particularly those at risk, receive the support they need to thrive academically. This aligns with the school's goals around improving outcomes for all students, including through initiatives like structured literacy programs and cultural responsiveness training.
- **Celebrating Māori Success:** Actively celebrating the successes of Māori students, showcasing their achievements in school newsletters or at assemblies. This helps reinforce the value the school places on their culture and identity.

5. Catholic Values and Te Tiriti o Waitangi:

- **Catholic Social Teaching:** The principles of Catholic social teaching, such as the dignity of the person, the common good, and solidarity, align with the Treaty's principles. The school could ensure that these values are consistently reflected in both the way it engages with Māori students and whānau, as well as how it promotes inclusivity and cultural respect.

By embedding these principles into the school's practices and reflecting Te Tiriti o Waitangi in its mission and vision, St Michael's Catholic School not only honors its Catholic identity but also its commitment to the Treaty, ensuring Māori students and their whānau feel respected, valued, and empowered.

Statement of Compliance with Employment Policy

At St Michael's Catholic School, we are committed to upholding all legal requirements and best practices as outlined in our Employment Policy. We ensure compliance with the Employment Relations Act 2000, the Human Rights Act 1993, the Health and Safety at Work Act 2015, and all other relevant legislation, as well as the principles of fairness and equity in all aspects of employment.

Our employment practices promote a positive, inclusive, and respectful work environment, ensuring equal opportunity for all staff. We are committed to fair recruitment, training, and professional development opportunities and strive to maintain a healthy and safe workplace for all employees.

This commitment aligns with the school's mission to create a supportive, collaborative, and empowering environment for both students and staff.

Statement on KiwiSport Funding

St Michael's Catholic School acknowledges the support provided by KiwiSport funding, which has enabled us to enhance our physical education and sport programs. This funding has been instrumental in providing students with opportunities to engage in a wide range of physical activities, promoting active lifestyles, and fostering teamwork and resilience.

We have used KiwiSport funding to improve the quality of our sports resources, engage specialist coaches, and deliver professional development for staff to ensure high-quality physical education. These initiatives are in line with our commitment to fostering the holistic development of our students, supporting their physical, social, and emotional well-being.

We are grateful for the continued support and will ensure the funding is used effectively to benefit our students and the broader school community.