



St Michael's Catholic School

Annual Report 2025

Principal: Rachael McLanachan

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Presiding Member: Angela Bigwood - Smith

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Principal's Report

St Michael's Catholic School is a small, state-integrated Catholic primary school serving the Western Heights community of Rotorua. In 2025, our school continued to strengthen its Catholic character, improve outcomes in literacy and mathematics, and provide equitable learning opportunities for all students.

Our work has been guided by the school's strategic goals, grounded in the Mercy Charism, and aligned with the National Education and Learning Priorities (NELPs). Staff worked collaboratively to deliver structured, evidence-based teaching programmes while maintaining a strong focus on relationships, wellbeing, and culturally responsive practice.

While many students made expected or accelerated progress, ongoing disparity—particularly for Māori learners and Māori boys—remains a priority area. The Board and leadership team are committed to addressing this through targeted teaching, strengthened partnerships with whānau and iwi, and continued professional learning.

2025 was a year of consolidation, reflection, and purposeful improvement at St Michael's Catholic School. Our focus remained firmly on improving outcomes in Reading, Writing, and Mathematics, strengthening culturally responsive practice, and ensuring equitable outcomes for all learners—particularly Māori learners and those requiring additional support.

Throughout the year, staff demonstrated strong commitment to structured, evidence-based teaching approaches, while maintaining the school's Catholic character and values of Service, Tika, Aroha, and Respect. Despite challenges related to student transience, cohort complexity, and curriculum change, most students made progress, with clear evidence of acceleration for some priority learners.

List of all school board members

You may like to list the names of each school board member who have served on the school board during the year, and the date on which each member will finish their term.

Statement of Variance Reporting

School Name:	St Michael's Catholic School	School Number:	1960
Strategic Aim: Reading	To accelerate progress and achievement in Reading so that all learners achieve at or above curriculum expectations, with a particular focus on priority learners requiring additional support.		
Annual Aim:	To increase the percentage of students reading at or above their expected curriculum levels, with targeted interventions for Māori, Pasifika, Asian, and other students identified as at-risk or requiring additional support.		
Target:	Achieve a minimum of 80% of students reading at or above their expected curriculum level by the end of the year. Close the achievement gap for Māori, Pasifika, and Asian students by at least 10%, based on baseline data.		
Baseline Data:	Baseline Reading data from the Term 1 Informed Decision assessment shows the following achievement profile across Years 1–6. Needs Support: 9% (8 students) Working Towards: 16% (15 students) Working Within: 66% (62 students) Working Beyond: 10% (9 students) By Year Level Year 1: 7% (1) Needs Support, 87% (13) Working Towards, 7% (1) Working Within Year 2: 25% (4) Needs Support, 6% (1) Working Towards, 50% (8) Working Within, 19% (3) Working Beyond Year 3: 11% (1) Needs Support, 11% (1) Working Towards, 67% (6) Working Within, 11% (1) Working Beyond Year 4: 5% (1) Needs Support, 15% (3) Working Towards, 75% (15) Working Within, 5% (1) Working Beyond		

Year 5:

25% (5) Needs Support, 65% (13) Working Towards, 10% (2) Working Within

Year 6:

14% (2) Needs Support, 29% (4) Working Towards, 50% (7) Working Within, 7% (1) Working Beyond

Baseline Summary

At the beginning of 2025, **76% of students** were achieving **within or beyond** expected curriculum levels in Reading. Variability across year levels was evident, with Years 2, 4, and 6 showing stronger baseline achievement, while Years 1 and 5 had a higher proportion of students requiring acceleration.

Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
In 2025, we strengthened our structured literacy approach across all year levels. The Better Start Literacy Approach (BSLA) continued to be implemented with fidelity in the junior school, supported by specialist literacy teaching, targeted small-group and one-to-one interventions, and regular progress monitoring. Teachers used consistent assessment practices through eTAP Informed Decision tools, supported by ongoing professional learning and regular data reviews. Additional support was provided for ORS- and ICS-funded students through individualised programmes. Teachers engaged in professional learning to support curriculum implementation and effective use of assessment information. Assessment practices were reviewed and refined during the year.	By Term 4, 69% of students were working within or beyond curriculum expectations in Reading, with a further 19% working towards expectations. Only 12% of students remained in the needs support category. This reflects positive progress across the year, with reduced numbers requiring intensive intervention. Achievement data indicates that most students made progress during 2025, with evidence of acceleration for some learners. A greater proportion of students were identified as working beyond expectations by the end of the year, reflecting improved extension and more accurate identification of higher achievement. However, end-of-year data also shows an increase in the number of students identified as requiring support.	Several factors contributed to the variance between baseline and end-of-year data. During 2025, we enrolled a number of new students from other schools, some of whom entered below expected curriculum levels and required additional support. This influenced cohort data, particularly in the middle and senior school. Changes to assessment tools and processes also contributed to the variance. Improved assessment practices enabled more robust and accurate decisions about student progress, resulting in clearer identification of both students requiring support and those achieving beyond expectations. Changes associated with the refreshed curriculum increased expectations and complexity of learning, particularly later in the year.	Our evaluation indicates that while progress was made for many learners, continued focus is required to ensure sustained acceleration and equitable outcomes for all students. In 2026, we will prioritise consolidating structured teaching approaches, strengthening assessment capability, and accelerating progress for students working below or towards expectations. Ongoing monitoring of student progress, responsive teaching, and targeted support will remain a focus. We will continue to refine assessment practices to ensure consistent and reliable judgements, while supporting staff to implement the refreshed curriculum with clarity and confidence.

We strengthened our use of Informed Decision assessments and moderation processes to improve reliability and support more robust judgements of student progress and achievement. Targeted interventions and specialist support were provided for students identified as requiring additional support.	Overall achievement patterns reflect a wider spread of outcomes across cohorts, with variability between year levels.	These changes influenced student outcomes and contributed to shifts in achievement patterns across year levels.	
Planning for next year: Board Actions to Address Targets Not Achieved Ongoing disparities in specific groups, such as Māori boys and Asian students, and the need to sustain high performance across the school will guide our planning for 2026. Teaching and Learning - Continue to implement structured literacy approaches with fidelity across all year levels. - Strengthen explicit teaching of decoding, fluency, vocabulary, and comprehension aligned with the refreshed curriculum. - Ensure reading instruction is responsive to learner needs, particularly for new enrolments and transient students. Assessment and Monitoring - Use consistent Reading Informed Decision assessments in Term 1 and Term 4 to track progress and acceleration. - Strengthen moderation practices to support reliable and robust judgements of progress and achievement. - Use assessment data to identify learners requiring acceleration early in the year and adjust teaching accordingly. Targeted Support - Provide targeted small-group and one-to-one interventions for students working below or towards expectations. - Prioritise early identification and support for new enrolments entering below expected levels. - Use specialist teachers, teacher aides, and external agencies to support learners with additional needs.			

Professional Learning and Capability

- Support staff to deepen understanding of effective reading instruction aligned with the refreshed curriculum.
- Strengthen teacher capability in analysing reading data to inform teaching and intervention decisions.
- Provide coaching and collaborative inquiry opportunities focused on accelerating reading progress.

Monitoring and Evaluation

What will we monitor?

- Student progress and achievement data at key points (Term 2 and Term 4).
- Rates of acceleration for students working below expectations.
- Consistency and quality of reading instruction across classrooms.

How will we know we are making a difference?

- Increased proportions of students achieving within or beyond expectations.
- Reduced numbers of students requiring intensive support.
- Clear evidence of accelerated progress for priority learners.

Planning for Sustainability

We will continue to refine assessment practices, strengthen instructional consistency, and build staff capability to ensure improvements in reading achievement are sustained over time. Findings from 2026 will inform future planning and support ongoing improvement in literacy outcomes.

Strategic Aim: Writing	To ensure all students are achieving success in writing, enabling equitable outcomes for diverse learner groups.
Annual Aim:	To increase the percentage of students achieving at or above expected writing levels across all year groups, with a particular focus on reducing disparities for Māori boys and other priority learners.
Target:	By the end of the year, at least 80% of students in Years 1-6 will achieve at or above their expected writing levels, with a specific goal to reduce the percentage of Māori boys achieving below expectations from 62.9% to below 40%.
Baseline Data:	Below Expected Level: 38% (10 students) At Expected Level: 55% (52 students) Above Expected Level: 7% (7 students) Total Students: 69 By Year Group: Year 1: 7% below, 87% at, 7% above. Year 2: 31% below, 38% at, 6% above. Year 3: 11% below, 56% at, 11% above. Year 4: 5% below, 65% at, 5% above. Year 5: 5% below, 55% at, 10% above. Year 6: 14% below, 43% at, 7% above.

Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
Writing instruction was strengthened through consistent use of structured writing approaches aligned with BSLA and Writer's Workshop practices. Teachers engaged in professional learning focused on sentence-level instruction, moderation, and feedback. Targeted interventions were provided for students requiring additional support, including ORS and ICS learners, supported by specialist literacy teaching and teacher aides.	By Term 4, 69% of students were working within or beyond expected curriculum levels in Writing, with 22% working towards expectations and only 8% requiring additional support. This represents steady improvement across the year, with a clear reduction in the proportion of students working below expectations.	Improvement in writing achievement was driven by clearer writing progressions, more explicit teaching, and targeted intervention, which supported accelerated progress for a number of learners. Strengthened assessment practices also enabled more accurate identification of student needs and progress. Remaining variance is largely attributable to cohort composition in the middle and senior school.	We will continue to embed structured writing practices, with a focus on accelerating students working towards expectations. Ongoing PLD, consistent moderation, and strengthened intervention pathways will support further improvement in 2026.
		A number of students entered the school during the year from other schools, many of whom arrived working below expected curriculum levels and required time and sustained support to accelerate progress. In addition, some students began the year below expectations and required longer-term intervention to make sufficient progress within one school year. These factors contributed to variability in end-of-year achievement outcomes, despite overall progress across the cohort.	

Planning for next year:

Monitoring Writing Achievement Assessment and Tracking

Writing achievement will be monitored using a combination of formative and summative assessment tools. The No More Marking assessment tool will be used to provide reliable, externally benchmarked judgements of writing progress and achievement for students in Years 3–6. Assessment data will be used alongside classroom evidence to support consistent and robust overall teacher judgements.

Instructional Monitoring – Writer’s Toolbox: Sentence Train

The Writer’s Toolbox – Sentence Train will be implemented as a core tool to strengthen sentence-level writing across the school. To support effective implementation:

Professional learning will be provided for staff on how to integrate the Sentence Train tool into daily writing programmes.

Licences will be purchased to ensure equitable access for all students.

Sentence-level writing goals will be incorporated into individual student learning plans, particularly for students requiring acceleration.

Progress against sentence-level goals will be regularly reviewed and used to inform next teaching steps.

Targeted Monitoring for Māori Boys Tailored Interventions

Individualised literacy plans will be developed for Māori boys identified as requiring acceleration in writing. These plans will include clear, measurable goals and targeted strategies, with progress monitored regularly and adjustments made as required.

Cultural Responsiveness

Culturally relevant texts and contexts will be integrated into writing programmes to strengthen engagement, identity, and relevance for Māori boys. Teacher observations and student work samples will be used to monitor engagement and progress.

Whānau Engagement and Monitoring

Strong home–school partnerships will support writing achievement. The school will:

Strengthen communication with whānau about writing goals and progress.

Provide accessible workshops and resources to support families in reinforcing writing skills at home.

Whānau feedback will be used as an additional source of evidence to inform evaluation.

**Enhanced Monitoring and Reporting
Regular Data Reviews**

Writing data will be collected and analysed at the end of each term to measure progress toward targets.
Data will be reviewed collaboratively by teachers and leaders to identify trends, evaluate the impact of interventions, and refine teaching strategies.

Reporting

Progress and achievement information will be reported to the Board and used to inform ongoing planning, resourcing, and professional learning.

Strategic Aim: Maths	To raise achievement in mathematics across all cohorts, ensuring equity and excellence for all students while focusing on targeted support for priority learners, particularly Māori and Pasifika students.
Annual Aim:	To accelerate progress in mathematics for students performing below or well below expected levels, with a particular focus on Māori boys and students in Years 1-6.
Target:	By the end of Term 4, 2025: • Reduce the percentage of students performing below expectations from 27% to under 20%. • Increase the percentage of students achieving at or above expectations from 73% to at least 80%. • Ensure equity by raising Māori boys' achievement to match or exceed the overall cohort.
Baseline Data:	Below Expected Level: 27% (8 students) At Expected Level: 69% (65 students) Above Expected Level: 4% (4 students) Total Students: 77 By Year Group: Year 1: 0% below, 100% at, 0% above. Year 2: 19% below, 44% at, 13% above. Year 3: 11% below, 89% at, 0% above. Year 4: 10% below, 70% at, 5% above. Year 5: 35% below, 65% at, 0% above. Year 6: 14% below, 57% at, 7% above.

Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
In 2025, we introduced a structured mathematics programme across the school: Numicon in the junior school and PRIME Maths in the senior school. These were supported by targeted ALiM interventions, Maths Whizz for Years 3–6, and ongoing PLD through The Learner First. Teacher aides supported small-group and individual interventions for priority learners.	By Term 4, 74% of students were working within or beyond expected curriculum levels in Mathematics, with 19% working towards expectations and only 7% requiring additional support. This reflects positive progress across the year and a reduction in the number of students requiring intensive support.	Improved outcomes were supported by the introduction of structured programmes and targeted acceleration for priority learners. Variance remains due to the staged implementation of new programmes and the complexity of some cohorts, particularly in the senior school	While progress was evident, the use of different mathematics programmes across the school limited coherence and consistency of teaching and learning. Evaluation of 2025 data and practice indicated the need for a single, school-wide mathematics programme that aligns more closely with the refreshed curriculum and supports clear progression across year levels. In 2026, we are implementing Oxford Maths across all year levels, rather than Prime and Numicon. This programme aligns closely with the refreshed curriculum, including updates released in October 2025, and is expected to strengthen coherence and consistency in mathematics teaching and learning.
Planning for next year:			
In 2026, the school will implement Oxford Maths across all year levels, replacing PRIME Maths and Numicon. Oxford Maths aligns closely with the refreshed curriculum, including updates released in October 2025, and is expected to strengthen coherence, consistency, and progression in mathematics teaching and learning. Monitoring Mathematics Achievement – 2026 Assessment and Tracking			
Mathematics achievement will be monitored using a combination of school-wide and classroom-based assessment tools aligned with the refreshed curriculum. Oxford Maths assessments will be used to track progress and achievement across all year levels, supported by consistent moderation to ensure reliable and robust judgements.			

Where appropriate, additional assessment information (including easttle/ SMART diagnostics and classroom evidence) will be used to build a comprehensive picture of student progress.

Monitoring Teaching and Learning

Implementation of **Oxford Maths** will be monitored through classroom observations, planning reviews, and collaborative discussions. Leaders will work alongside teachers to ensure the programme is implemented with fidelity and that teaching practices align with curriculum expectations and progression.

Student engagement and response to instruction will be monitored regularly, particularly for students requiring acceleration.

Targeted Monitoring for Priority Learners

Priority learners, including students working below or towards expectations, Māori learners, and students receiving additional learning support, will have progress tracked more frequently. Individual learning goals will be reviewed regularly, and teaching strategies adjusted as required.

Progress for students involved in ALiM and other targeted interventions will be monitored using entry and exit data to evaluate the impact of support.

Data Review and Reporting

- Mathematics data will be collected and analysed at least **twice yearly** (Term 2 and Term 4).
- Regular data reviews will be undertaken by teachers and leaders to identify trends, monitor acceleration, and inform next steps.
- Achievement and progress information will be reported to the Board to support governance, resourcing, and strategic decision-making.

Evaluation and Adjustment

Monitoring information will be used to evaluate the effectiveness of teaching approaches and interventions. Findings will inform ongoing professional learning, programme refinement, and planning to ensure sustained improvement in mathematics achievement.

Professional learning will support effective implementation, with a continued focus on targeted acceleration for priority learners and robust monitoring of progress. This approach is intended to further improve achievement outcomes and reduce remaining disparity in mathematics.

Strategic Aim:	To ensure Māori learners at St Michael's Catholic School experience success as Māori, with accelerated progress and improved achievement in Reading, Writing, and Mathematics, supported by culturally responsive teaching and strong whānau partnerships.
Annual Aim:	To reduce disparity for Māori learners by accelerating progress for those working below or towards curriculum expectations, with a particular focus on Māori boys and senior students.
Target:	By the end of 2025: At least 80% of Māori learners will be achieving at or above curriculum expectations in Reading, Writing, and Mathematics. All Māori learners working below expectations will make more than one year's progress across the year
Baseline Data:	At the beginning of 2025, 29 Māori students were enrolled across Years 1–6 at St Michael's Catholic School. Baseline assessment data identified Māori learners as a priority group across all three learning areas, with a significant proportion working below or towards curriculum expectations. Reading (29 Māori students) Below Expected Level: 13.8% (4 students) Working Towards: 17.2% (5 students) At Expected Level: 65.5% (19 students) Above Expected Level: 3.4% (1 student) Overall, 69% of Māori learners were achieving at or above expected levels in Reading at the start of the year, with Māori boys over-represented in the below and working-towards categories Writing (29 Māori students) Below Expected Level: 17.2% (5 students) Working Towards: 31.0% (9 students) At Expected Level: 48.3% (14 students) Above Expected Level: 3.4% (1 student) Writing presented the greatest area of need at baseline, with 48.2% of Māori learners working below or towards expectations. Māori boys were particularly over-represented in the below-expected group, indicating the need for targeted acceleration Mathematics (29 Māori students) Below Expected Level: 13.8% (4 students)

Working Towards: 20.7% (6 students)
At Expected Level: 65.5% (19 students)
Above Expected Level: 0% (0 students)

In Mathematics, 65.5% of Māori learners were working within expected curriculum levels at Term 1. While fewer Māori learners were below expectation compared with Writing, a notable proportion required acceleration to move from working towards to working within expectations

Term 4 Achievement Data for Māori Learners

Reading (30 Māori students):

- Below Expected (Needs Support): 13.3% (4 students)
- Working Towards: 23.3% (7 students)
- At/Within Expected: 46.7% (14 students)
- Above Expected: 16.7% (5 students)

Writing (30 Māori students):

- Below Expected (Needs Support): 10.0% (3 students)
- Working Towards: 26.7% (8 students)
- At/Within Expected: 53.3% (16 students)
- Above Expected: 10.0% (3 students)

Mathematics (30 Māori students):

- Below Expected (Needs Support): 6.7% (2 students)
- Working Towards: 26.7% (8 students)
- At/Within Expected: 60.0% (18 students)
- Above Expected: 6.7% (2 students)

Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
Implemented structured literacy (BSLA) and structured mathematics (Numicon and PRIME Maths) with fidelity. Provided targeted small-group and one-to-one interventions for Māori learners requiring acceleration. Used culturally responsive contexts and localised curriculum content to strengthen engagement and identity. Worked collaboratively with whānau, RTLB, specialist teachers, and external agencies to support individual learners. Monitored progress regularly using eTAP Informed Decision data to adjust teaching and interventions.	By Term 4, Māori learners showed positive progress across Reading, Writing, and Mathematics, with many students moving from below or working towards expectations into working within curriculum levels. Disparity reduced across all three learning areas, with strongest gains evident in Mathematics and Writing.	Positive variance was driven by early identification of need, targeted intervention, and consistent use of structured teaching approaches. Remaining variance reflects cohort complexity, including learning needs, transience, and the higher proportion of Māori boys in senior year levels who require sustained acceleration over time.	While progress has been made, not all Māori learners achieved at expected levels by the end of the year. Continued acceleration is required, particularly for Māori boys and senior learners. Ongoing focus on culturally responsive pedagogy, strong relationships, and targeted teaching will remain essential.
Planning for next year:			

Strengthen targeted acceleration plans for Māori learners working below expectations.

Increase focus on **Māori boys' engagement and achievement**, particularly in the senior school.

Continue to give effect to **Te Tiriti o Waitangi** through culturally responsive practice and whānau partnership.

Align planning with Ngāti Whakaue aspirations.

Use Term 2 and Term 4 data to track acceleration and evaluate impact more explicitly in 2026

Evaluation of Student Progress and Achievement – 2025

In 2025, St Michael's Catholic School made **progress towards improving student achievement outcomes** in Reading, Writing, and Mathematics. Achievement information shows that **most students made progress**, with a reduction in the number of learners requiring additional support and an increase in the proportion of students working within curriculum expectations by the end of the year.

Our focus on **consistent, structured teaching approaches** supported improved outcomes. The continued implementation of structured literacy and the introduction of structured mathematics programmes strengthened coherence across classrooms and supported more consistent teaching practice. Targeted

interventions and specialist support contributed to accelerated progress for some students who began the year working below or towards expected curriculum levels.

By the end of 2025, **most students were achieving at or above expected curriculum levels** in Reading, Writing, and Mathematics. Progress was evident across all learning areas, with particularly positive shifts for students who received targeted support. Despite this progress, **achievement disparities remain**, particularly for Māori learners, Māori boys, and some senior cohorts. While many students in these groups made progress, not all achieved expected curriculum levels by the end of the year.

Overall, our evaluation indicates that the strategies implemented in 2025 were **partially successful** in accelerating progress and improving achievement outcomes. Continued focus is required to further reduce disparity and ensure equitable outcomes for all learners. These findings will inform our 2026 planning, with an ongoing emphasis on high-quality teaching, targeted acceleration, culturally responsive practice, and robust monitoring of student progress.

How the School Has Given Effect to Te Tiriti o Waitangi

In 2025, St Michael's Catholic School continued to give effect to Te Tiriti o Waitangi through a deliberate focus on **partnership, protection, and participation**. The school strengthened relationships with Māori learners and their whānau, including ongoing engagement with Ngāti Whakaue, to ensure Māori perspectives and aspirations informed decision-making, curriculum design, and school priorities.

We implemented **culturally responsive teaching practices** across classrooms to support Māori learners to experience success as Māori. Teaching programmes incorporated localised contexts, te reo Māori, and tikanga Māori where possible, alongside structured approaches to literacy and mathematics to ensure equitable access to high-quality teaching and learning.

During 2025, we received valuable support from **staff at John Paul College**, contributing to strengthened understanding and practice in culturally responsive pedagogy. This professional support will be **further strengthened in 2026** through continued collaboration and shared expertise.

Part way through the year, the school's kaiako of te reo Māori retired, resulting in a period where specialist support in te reo Māori and tikanga Māori was limited. Despite this challenge, staff continued to uphold culturally responsive practice within their classrooms. In 2026, this capability will be strengthened with the appointment of a new Deputy Principal who is confident in **tikanga Māori and te reo Māori**, and who will actively support staff to build confidence and consistency in practice across the school.

Achievement and progress data for Māori learners were regularly monitored and analysed to identify disparity and inform responsive teaching and intervention. This data informed targeted actions, resourcing decisions, and evaluation of strategies aimed at improving outcomes for Māori learners.

Through these actions, we have continued to build capability in giving effect to Te Tiriti o Waitangi. While challenges were experienced in 2025, clear steps are in place to strengthen culturally responsive practice and equitable outcomes for Māori learners in 2026.

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.

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.