

Annual Report 2024



Summary of Variance

December 2024

This report demonstrates the progress and achievement of learners at St Thomas More Catholic School in relation to the New Zealand Curriculum across Reading, Writing and Mathematics. We use the National Curriculum Levels and the Reading, Writing and Maths Progressions to track and monitor progress for our learners.

New Zealand Curriculum Levels

Our learners are working within the New Zealand Curriculum Levels. These levels cover approximately two years at school.

As each child learns at a different pace, they will be achieving at different checkpoints along their expected curriculum level. At mid year and end of year checkpoints, our learners will be identified as working:

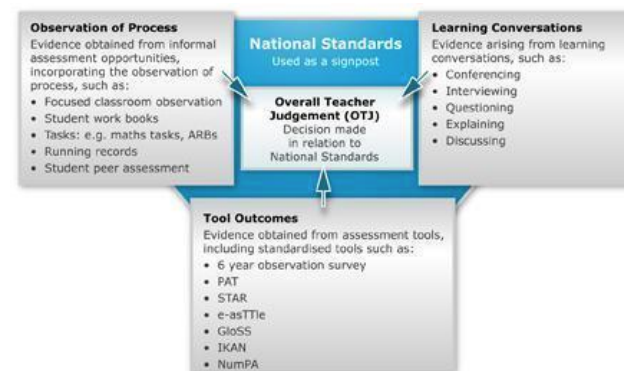
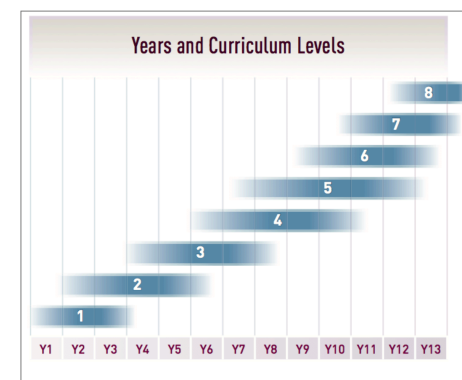
- Working Towards Curriculum Expectations
- At & Above Curriculum Expectations

Overall Teacher Judgments

To make a decision about where the learners are achieving in relation to the Curriculum Levels, our teachers make an Overall Teacher Judgment (OTJ).

This OTJ is made through the triangulation of evidence of learning using three components:

- **Anecdotal evidence** such as observations, bookwork, self assessment and peer assessment



- **Learning conversations** such as conferencing, discussing, questioning and interviewing
- **Assessment tools** such as e-asTTle, PAT, Structured Literacy Assessments

Annual Targets

At St Thomas More Catholic School, our aim is to ensure all learners are making expected progress towards learning outcomes. Our annual planning will include initiatives and interventions to support our priority learners and will have a specific focus on individuals, groups and cohorts.

School Name: St Thomas More Catholic School	School Number: 1636
<p>Strategic Aims:</p> <p>Head - Learning</p> <p>Our school has high aspirations for every learner and we support these aspirations by partnering with their whānau to design and deliver education that responds to their needs and which sustains their identity, language and culture. Quality teaching and leadership make the difference for learners and their whānau.</p> <p>Heart - Faith</p> <p>Our school is a Catholic school, a school with special character. Within our uniquely Catholic faith community students are encouraged to develop a personal relationship with Jesus Christ. Our Catholicity is defined by our beliefs, our rituals and our religious education curriculum. Our school is part of the parish of All Saints by the Sea. We are the face of the church to many of our school parents and families. We are the body of Christ present in this world-Head, Heart and Hands.</p> <p>Our school acknowledges the principles of Te Tiriti o Waitangi and the bicultural foundations of Aotearoa New Zealand. The school curriculum will honour the Treaty partnership by recognising and valuing the unique position of Maori in New Zealand society. The aspirations of Ngai Te Rangi for their tamariki are supported through the strengthening relationships developed through the work of Kāhui Ako in the Tauranga Moana rohe. Catholic schools representatives will work alongside nominated representatives from Ngai Te Rangi to support and grow a Maori Catholic network in the Tauranga Moana rohe.</p> <p>Our school curriculum will reflect cultural diversity, so that the cultural identities and languages of all our students are recognised, valued and celebrated.</p>	

Hands - Service

At our school, we are committed to creating a safe and inclusive environment where every learner feels valued and supported. We uphold the principles of Te Tiriti o Waitangi, fostering a culture of equity, respect, and belonging. Our community stands united against racism, discrimination, and bullying, ensuring that all students can learn and thrive without fear. We recognise the dignity of every child and affirm the right of students with additional learning needs to access a rich and meaningful education. As a learning community, we continue to strengthen our support structures, working closely with our Kāhui Ako to provide tailored services that meet the needs of students and their whānau. Guided by our Catholic character, we are committed to making Catholic education accessible to all families, with particular care for those in financial need, so that every child has the opportunity to grow in faith, knowledge, and love.

Summary of Variance Reporting - 2024

Annual Aim:

It is the intention of our school to ensure all students are enabled to work to their full potential and so experience expected progress towards learning outcomes.

Annual planning will reflect initiatives and interventions to address the targets below with specific focus on identified individuals, groups and cohorts where required.

Māori and Pasifika students and our school as a whole benefit from culturally responsive approaches to teaching and learning.

Target:

Analysis of end-of-year 2023 data identified key areas for improvement in student achievement, particularly for the 2023 Year 3 cohort, as only 65% of students achieved at or above the expected level in Reading and Mathematics, and only 57% met the expected level in Writing. As this cohort moved into Year 4 in 2024, it was clear they required significant and targeted support across all three learning areas. We are very aware of the factors that contributed to this result, including specific learning needs within the cohort, significant changes in classroom staffing, the ongoing development of foundational Reading and Writing skills as part of our Structured Literacy approach, and the large number of English Language learners.

St Thomas More School expects at least 80% of all students to make expected progress in Reading, Writing and Maths.

Progress for All

By the end of 2024, 80% of students will show expected progress in Reading, Writing and Mathematics, with a particular focus on Year 4 (Year 3, 2023), where achievement levels in 2023 were below expectation.

All students who are of concern will be identified, monitored, and supported through targeted interventions to help them progress.

2024 Achievement Overview

The following data reflects teacher Overall Teacher Judgements (OTJs) made at the end of 2024. These judgements were based on a wide range of evidence, including standardised assessments, moderated work samples, in-class tasks, teacher observations, and professional analysis.

- Note: Ethnicity data reflects a student's ethnicity 1 or 2, as indicated by families at the time of enrolment. For ethnicity-based reporting, we use ethnicity 1 unless otherwise specified.
- Approximately 25% of our learners are English Language Learners (ELL), which may influence rates of progress across all curriculum areas.

Achievement Scale

Learners are assessed as working:

- Towards Curriculum Expectations
- At & Above Curriculum Expectations

These levels are determined in relation to the end-of-year curriculum expectations for each year level.

How the Data Was Determined

- Teachers made Overall Teacher Judgements collaboratively, drawing on both formative and summative assessment information gathered throughout the year.
- Judgements reflect achievement for students in Years 2 to 6 only.

Strategic Targets As outlined in our Strategic Plan, the following achievement targets were set for 2024:

- **Reading:** 80% of students working at or above curriculum expectations
- **Writing:** 80% of students working at or above curriculum expectations
- **Mathematics:** 80% of students working at or above curriculum expectations

The data below shows the percentage of learners meeting or exceeding expectations in each subject area, as measured against these targets.

	READING		WRITING		MATHS	
	End of 2023	End of 2024	End of 2023	End of 2024	End of 2023	End of 2024
All	98/111 88%	82/94 87%	91/110 83%	75/94 80%	92/111 83%	73/94 78%
Boys	36/40 90%	25/33 76%	33/41 80%	19/33 58%	36/40 90%	24/33 73%
Girls	62/71 87%	59/61 97%	58/69 84%	56/61 92%	56/71 79%	49/61 80%
Māori	18/19 95%	20/20 100%	15/18 83%	15/20 75%	14/19 74%	16/20 80%
Pasifika	1/1 100%	1/3 33%	1/1 100%	1/3 33%	1/1 100%	1/3 33%

Learning Achievement Progress by Year Level 2024

AREA	READING		WRITING		MATHS	
COHORT	Mid Year	End of Year	Mid Year	End of Year	Mid Year	End of Year
Year 2	18/20 90%	18/21 86%	16/20 80%	18/21 86%	18/20 90%	20/21 95%
Year 3	7/10 70%	9/13 69%	10/10 100%	5/13 38%	8/10 80%	7/13 54%
Year 4	17/21 81%	18/19 95%	11/21 52%	18/19 95%	11/21 52%	13/19 68%
Year 5	15/16 94%	16/17 94%	11/16 69%	14/17 82%	14/16 88%	13/17 76%
Year 6	13/16 81%	12/15 80%	11/16 69%	11/15 73%	9/16 56%	11/15 73%

NB: Highlighted percentages represent cohorts who have not achieved the end of year target, or have only just made the target or have had no change from mid year to end of year. These groups will form priority cohorts of learners for 2025 interventions.

Reading Achievement 2024

Strategic Aim: Our school has high aspirations for every learner and we support these aspirations by partnering with their whānau to design and deliver education that responds to their needs and which sustains their identity, language and culture. Quality teaching and leadership make the difference for learners and their whānau.

Annual Target: By the end of 2024, 80% of learners will be working at or above the curriculum expectation in Reading. All priority learners will be identified and monitored, and targeted interventions will be implemented.

Reading Achievement - Mid & End of Year

Year Level & Total Students	Mid Year At & Above Curriculum Expectation 2024	End of Year At & Above Curriculum Expectation 2024
Year 2	18/20 90%	18/21 86%
Year 3	7/10 70%	9/13 69%
Year 4	17/21 81%	18/19 95%
Year 5	15/16 94%	16/17 94%
Year 6	13/16 81%	12/15 80%
TOTAL	70/83 84%	73/85 86%

Actions to Support Reading Learning - What did we do?

- We have implemented high-impact teaching practices grounded in the Science of Learning and the Science of Reading to ensure we are using evidence-based, best-practice approaches across all classrooms.
- Ongoing professional learning in Structured Literacy continued across the school, supporting teachers in delivering an explicit and systematic approach to reading instruction.
- Teachers used the iDeaL instructional practices to deliver whole-class reading lessons, incorporating both decodable texts and rich, authentic literature to develop decoding skills and language comprehension.

- Novel studies were introduced for Year 5–6 students, providing opportunities for deeper engagement with text, vocabulary development, and critical thinking.
- To strengthen the home–school connection, we provided families with resources aligned to our Structured Literacy approach, including decodable books and guidance to support reading at home.
- Our partnership with the Mobile Library, which visits fortnightly, promotes a love of reading by giving students regular access to a wide range of books for enjoyment both at school and at home.
- We also facilitated parent information sessions to share our schoolwide Structured Literacy focus, helping whānau understand the approach and how they can support their child's learning.

Summary of Analysis - What happened?

- Year 2, 4, 5, and 6 learners reached the target, with 80% or more of students working at or above the curriculum level in Reading at the end of 2024. It is very pleasing that our Year 4 target cohort (Year 3 2023) made significant progress, with 95% achieving at or above the expected level in Reading at the end of 2024.
- Year 3 learners are not yet achieving the target of 80% working at or above the expected curriculum level in reading. At the end of 2024, 69% (9 out of 13 students) were achieving at or above.
- Across the Year 2–6 cohort, 86% of students were achieving at or above the expected curriculum level in reading by the end of the year (73 out of 85 students), up from 84% (70 out of 83) at mid-year.
- The Year 4 cohort made the most significant shift, improving from 81% (17/21) at mid-year to 95% (18/19) at year-end.
- Boys' achievement sits at 75% working within or beyond curriculum expectations, compared with 90% of girls, indicating a gender disparity we will continue to monitor and address.
- The Year 2 cohort's slight decline in percentage (from 90% to 86%) may be influenced by the growing complexity of Structured Literacy expectations as students transition from decodable readers to more complex authentic texts.

Next Steps to Support Reading Learning - Where to next?

Continue to Strengthen Assessment Practices: Continue to consolidate our use of assessment tools to inform teaching and learning. Teachers are becoming more confident in using the iDeaL Reading Skills Record (iRSR) to accurately assess student decoding, fluency, and comprehension and to plan next steps accordingly. Implement a broader range of iDeaL platform assessments, including spelling and non-word reading assessments, to build a more complete picture of learner progress and specific instructional needs.

Deepen Teacher Pedagogy and Practice: Continue to build teacher capability in high-impact teaching strategies, the Science of Learning, and the Science of Reading, with a particular focus on meeting the needs of students not yet at curriculum expectation—especially Year 3

learners and priority groups such as boys. Ensure that explicit instructional reading and spelling lessons are timetabled at least four times per week, using the iDeal lesson templates to maintain consistency and fidelity to the Structured Literacy approach.

Professional Learning and Support: Ongoing coaching and professional development from our Learning Matters facilitator will continue to support teacher growth in Structured Literacy pedagogy and practice. Embed regular Learning and Progress Conversations to ensure the timely identification of students requiring additional support and the tracking of targeted interventions.

Parental Engagement and Communication: Maintain and strengthen communication with whānau through information evenings, newsletters, and our school website, ensuring parents are well-informed about the Structured Literacy approach and how they can support reading at home. Continue to provide decodable readers and guidance for home use, with a focus on reinforcing foundational skills developed in the classroom.

Addressing Achievement Disparities: Focus targeted support on Year 3 learners, the only cohort currently below the 80% expectation, and monitor the gender disparity (75% of boys vs. 90% of girls achieving at or above) to inform differentiated teaching and intervention strategies.

Writing Achievement - 2024

Strategic Aim: *Our school has high aspirations for every learner and we support these aspirations by partnering with their whānau to design and deliver education that responds to their needs and which sustains their identity, language and culture. Quality teaching and leadership make the difference for learners and their whānau.*

Annual Target: *By the end of 2024, 80% of learners will be working at or above the curriculum expectation in Writing. All priority learners will be identified and monitored, and targeted interventions will be implemented.*

Writing Achievement - Mid & End of Year

Year Level & Total Students	Mid Year At & Above Curriculum Expectation 2024	End of Year At & Above Curriculum Expectation 2024
Year 2	16/20 80%	18/21 86%
Year 3	10/10 100%	5/13 38%
Year 4	11/21 52%	18/19 95%

Year 5	11/16 69%	14/17 82%
Year 6	11/16 69%	11/16 73%

Actions to Support Writing Learning - What did we do?

- **Introduced the Writer's Toolbox Programme:** We introduced the Writer's Toolbox to strengthen the teaching of structured writing. This included dedicated professional learning opportunities and ongoing coaching to build teacher confidence and consistency.
- **Developed a Consistent Schoolwide Approach:** We established clearer expectations for how students transfer their structured literacy knowledge into writing. This consistent approach has helped embed writing practices aligned with our literacy focus.
- **Facilitated Schoolwide Writing Conversations:** Teachers engaged in regular conversations across year levels to deepen their understanding of the transitional curriculum levels and ensure consistent assessment of writing progress.
- **Integrated Digital Tools for Writing:** Increased use of digital platforms in Years 4–6 enabled students to draft, edit, and present their writing in engaging and meaningful ways.
- **Focused on Key Literacy Tools in Junior Levels:** In Years 0–3, we used high-frequency word cards and clear success criteria to support daily writing, ensuring a strong foundation in early writing development.

Summary of Analysis - What happened?

- Year 2, Year 4, and Year 5 have met the target of 80% of students achieving at or above curriculum expectations in Writing.
- Schoolwide, 76% of students across Years 2–6 are working at or above the expected curriculum level in Writing. While progress has been made in several cohorts, we have not yet achieved the 80% target schoolwide.
- A gender analysis shows that 92% of girls are achieving at or above expectations in Writing, compared to 58% of boys, highlighting an ongoing disparity in writing achievement between genders.

Next Steps to Support Learning - Where to next?

Strengthen High Impact Teaching Practice (HITP): Our Within School Lead, supported through Kāhui Ako funding, will continue to promote and embed High Impact Teaching Practice (HITP) across classrooms through structured learning & explicit instruction.

Ongoing Professional Learning Through iDeal: We will continue to implement targeted professional learning for kaiako through the iDeal programme. This will support the effective transfer of structured literacy knowledge—particularly decoding, encoding, and oral language—into the writing process.

Deepen Pedagogy in Writing Instruction: Staff will continue to grow their understanding of effective writing instruction by engaging with the science of learning to write. This includes ongoing support through iDeaL and Writer's Toolbox to strengthen teacher capability in delivering high-quality writing programmes.

Strengthen Leadership Support for HITP: The AP/DP Curriculum Lead, Across School Lead, and Within School Lead will continue to work collaboratively to provide coaching, mentoring, and modelling of best practice in teaching spelling and writing using a HITP lens.

Align with Te Mātaiaho Curriculum Refresh: We will continue aligning writing programmes with the refreshed English learning area of Te Mātaiaho, ensuring that planning and assessment reflect the phases of learning and progress outcomes.

Ongoing Writing Moderation Across the School: Writing moderation will continue to take place twice yearly across all year levels. These sessions will be aligned with Te Mātaiaho and will support teacher clarity around progressions, expectations, and next steps for learners.

Focus on Data-Driven Teaching: We will continue to engage in regular data conversations with kaiako to track and respond to the progress of priority learners in writing, identifying areas of need and tailoring instruction accordingly.

Maths Achievement - 2024

Strategic Aim: Our school has high aspirations for every learner and we support these aspirations by partnering with their whānau to design and deliver education that responds to their needs and which sustains their identity, language and culture. Quality teaching and leadership make the difference for learners and their whānau.

Annual Target: By the end of 2024, 80% of learners will be working at or above the curriculum expectation in Maths. All priority learners will be identified and monitored, and targeted interventions will be implemented.

Maths Achievement - Mid & End of Year

Year Level & Total Students	Mid Year At & Above Curriculum Expectation 2024	End of Year At & Above Curriculum Expectation 2024
Year 2	18/20 90%	20/21 95%
Year 3	8/10 80%	7/13 54%
Year 4	11/21 52%	13/19 68%

Year 5	14/16 88%	13/17 76%
Year 6	9/16 56%	11/15 73%
TOTAL	60/83 72%	64/85 75%

Actions to Support Learning - What did we do?

- **Implemented Pr1me Maths Schoolwide:** We delivered the Pr1me Maths programme across all year levels. This structured and sequential programme builds strong foundational knowledge, focusing on mastery and consolidation of core mathematical skills.
- **Balanced Instruction Through Kāhui Ako Focus:** Guided by the work of Professor Rob Proffitt-White from *The Learner First* (TLF), our Kāhui Ako focus promotes a balanced mathematics programme. This combines explicit teaching with opportunities for students to apply mathematical thinking to real-world contexts.
- **Ongoing Professional Learning:** Staff regularly engage in professional development through webinars and staff sessions facilitated by our Across and Within School Leaders. This supports the implementation of effective, evidence-based teaching practices in mathematics.
- **Explicit Group Teaching for All Learners:** Every student receives regular, focused teaching using High Impact Teaching Practices (HITP), ensuring targeted, responsive and effective instruction.
- **Ongoing Moderation Conversations Across Curriculum Levels:** Teachers participate in regular moderation conversations to strengthen their shared understanding of mathematical progress and achievement across different curriculum levels.
- **Targeted Support for Learners Below Expectations:** Learners who are working towards meeting curriculum expectations are closely tracked and monitored by classroom teachers and the AP/DP. Teaching is adjusted to ensure ongoing support across all strands, with a focus on both problem-solving and progression.
- **Curriculum Refresh and Programme PLD:** Professional development was facilitated throughout the year on the refreshed Mathematics & Statistics curriculum, Pr1me Maths pedagogy, and the TLF framework, ensuring staff were well supported in delivering a cohesive and future-focused mathematics programme.

Summary of Analysis - What happened?

- Year 2 has met the target of 80% of students achieving at or above curriculum expectations in Mathematics. While Year 4 and Year 6 showed positive progress over the year, they did not reach the 80% benchmark by the end of the year.
- Schoolwide, 75% of students across Years 2–6 are working at or above the expected curriculum level in Mathematics. Although steady progress was made in several cohorts, we have not yet achieved the 80% target schoolwide.

- Year 2 improved from 90% to 95%, maintaining strong achievement. Year 4 showed a significant gain, increasing from 52% to 68%. Year 6 improved from 56% to 73%, with notable progress across the year. Year 3 declined from 80% to 54%, and Year 5 dropped slightly from 88% to 76%, both falling below the target.

Next Steps to Support Learning

Strengthen High Impact Teaching Practice (HITP): Our Within School Lead will continue to promote and model High Impact Teaching Practices through structured learning and explicit instruction, supported by Kāhui Ako funding.

Embed the Pr1me Maths Programme: Continue to implement the Pr1me resource as a core component of daily mathematics instruction, ensuring consistency and structure across all classrooms.

Support Curriculum Refresh Implementation: Ongoing internal professional learning will focus on the effective rollout of the refreshed Mathematics & Statistics Curriculum and the integration of Pr1me. This will include practical planning support, assessment alignment, and collaborative inquiry.

Grow Staff Pedagogy Through Research-Based Practice: Deepen teacher understanding of effective maths instruction by engaging in professional reading and discussion, with a focus on Rosenshine's Principles of Instruction. This aligns with the Kāhui Ako-wide goal of strengthening evidence-based teaching practice.

Embed Data-Informed Practice: Teachers and leaders will continue to collaboratively analyse achievement data at key points throughout the year. This informs the *Teaching as Inquiry* cycle and supports timely, responsive adjustments to practice, particularly for learners working below expected levels.

Increase Problem Solving and Rich Tasks: Develop more opportunities for mixed-ability problem solving across the school. This includes embedding *Rich Routines* from The Learner First (TLF) to promote mathematical reasoning and application within the refreshed curriculum framework.

Facilitate Regular Data Conversations: Continue to hold structured data meetings with kaiako, with a particular focus on tracking progress of priority learners and supporting acceleration strategies.

Invest in Hands-On Resources: Purchase additional math manipulatives and materials to support both the refreshed curriculum and the demands of the Pr1me programme, ensuring students have access to tactile, visual learning tools.

Promote Mathematics Engagement: Leverage competitions and co-curricular events such as the EPro8 Challenge, Baymaths, and chess tournaments to build enthusiasm for mathematics and provide enrichment opportunities.

Implement Financial Literacy Across the School: Introduce a consistent, schoolwide approach to teaching financial capability through the online *Banquer* programme, supporting real-world application of mathematical skills.

Maximise Use of Digital Tools: Continue to integrate platforms such as *Prototec* for Years 3–6 to support fluency in basic facts and promote independent maths learning through digital practice.

Planning for 2025 & Specific Student Performance Goals

- We will continue to closely monitor and track all students who are not yet achieving at the expected curriculum level or who are not making sufficient progress. This includes the use of ongoing assessment and formative data to inform timely, targeted support.
- Target learners from 2024 have been clearly identified through end-of-year data. These students will be the focus of regular review and reflection through the *Teaching as Inquiry* process to ensure that teaching practice is responsive and effective in accelerating their progress.
- Progress and Achievement Meetings will take place once a term with each classroom teacher, alongside Senior Leadership and the Learning Support Coordinator (LSC) where needed, to discuss learner progress, set next steps, and ensure appropriate support is in place for both academic and wellbeing needs.

2025 Student Achievement Goals

Progress for All:

By the end of 2025, 80% of students will demonstrate expected progress in writing. All students identified as at risk of not progressing will have targeted interventions in place, be regularly monitored, and discussed through data conversations and teaching inquiry.

Year 4 Cohort (Students who were in Year 3 in 2024):

By the end of 2025, 80% of students completing Year 4 will be achieving at the expected curriculum level and making progress across all learning areas, with a specific focus on Reading, Writing and Mathematics.

Giving Effect to Te Tiriti o Waitangi 2024



St Thomas More Catholic School

Mission: We are Christ's body in this world – Head, Heart, and Hands.

Background

The following statement outlines how St Thomas More Catholic School has been giving meaningful effect to Te Tiriti o Waitangi throughout 2024 and into the future. It highlights actions that have already been completed, as well as those currently in planning. These actions are closely aligned with our school's strategic goals and priorities and demonstrate our ongoing commitment to honouring the principles and obligations of Te Tiriti o Waitangi.

Our commitment to giving true effect to Te Tiriti o Waitangi and our partnership with our Māori whānau and our Iwi – Ngāi Te Rangi

Strategic Goal 1: Head – Learning

EXCELLENCE – TRANSFORMATION

Our school has high aspirations for every learner, and we support these aspirations by partnering with their whānau to design and deliver education that responds to their needs and sustains their identity, language, and culture. Quality teaching and leadership make the difference for learners and their whānau.

Actions:

- **Localised Curriculum:**

We continue to deepen our relationship with Ngāi Te Rangi iwi through our active involvement in Te Tai Whanake ki Tauranga Moana, our Kāhui Ako. This partnership helps us to explore and embed local iwi histories and traditional narratives, enriching our learners' understanding of their place in Tauranga Moana. Our curriculum reflects local history, mātauranga, and the aspirations of Ngāi Te Rangi. Annual on-site visits to places of significance are arranged for all students, followed by reflection and integration into learning programmes.

- **Te Reo Māori:**

Te Reo Māori is woven into daily classroom practice using the Online Kapa Haka resource, which supports the teaching of Te Reo Māori, tikanga, and waiata in a culturally authentic and engaging way. All students engage in weekly Te Reo Māori learning, with MAC facilitation supporting the implementation of Level 1 (Years 0–3) and Level 2 (Years 4–6) programmes aligned with TKI guidelines.

- **Whānaungatanga:**

The school year begins with a focus on Whānaungatanga, allowing students to explore their whakapapa, identity, culture, and whānau connections. Our Rā Whānau Mai Family Welcome Day builds relationships and fosters a sense of belonging from the outset.

- **Pepeha:**

In Term 1, every student learns our school pepeha and develops their own personal pepeha. This is revisited regularly and shared with whānau, strengthening identity and cultural confidence.

- **Te Ao Māori Concepts:**

Each term learning is guided by a central Te Ao Māori concept:

- Whanaungatanga (Term 1)

- Ngā Hau e Whā (Term 2)
- Kaitiakitanga (Term 3)
- Whakapuāwai (Term 4)

These concepts are explored through inquiry, curriculum learning, and school life.

- **Hauora:**

The four dimensions of hauora from Te Whare Tapa Whā (Durie) are embedded in the everyday practices of the school, guiding our focus on student wellbeing—taha tinana (physical), taha hinengaro (mental/emotional), taha wairua (spiritual), and taha whānau (social).

- **Staff Professional Development:**

Ongoing work with a MAC facilitator has deepened staff understanding of Ngāi Te Rangitanga, mātauranga Māori, and Te Reo Māori. Staff are supported to pursue their own learning in Te Ao Māori. Our Deputy Principal undertook full immersion Te Reo study leave in 2024, strengthening schoolwide capability.

- **Assessment and Reporting:**

We are evolving our assessment practices to reflect a holistic and inclusive view of progress and achievement, recognising ākonga identity, language, and culture as integral to learning success.

Strategic Goal 2: Heart – Faith

CATHOLICITY – RELATIONSHIPS

Our curriculum honours the Treaty partnership by recognising and valuing the unique position of Māori in New Zealand society. The aspirations of Ngāi Te Rangi for their tamariki are supported through our strengthened Kāhui Ako relationships and emerging Māori Catholic network across the Tauranga Moana rohe.

Actions:

- **Hauora in a Catholic Context:**

The Whare Tapa Whā model is embedded within our Catholic lens to support resilience and identity. Taha wairua (spiritual wellbeing) is nurtured through prayer, sacramental life, and teaching that affirms God's unconditional love for every child.

- **Whānau Hui and Assemblies:**

All new tamariki are welcomed with respect for tikanga Māori, incorporating karakia and waiata. Regular hui foster authentic whānau engagement and partnership.

- **Tuakana–Teina Buddy System:**

A formal buddy system supports tuakana–teina relationships between senior and junior students. These pairings promote learning, leadership, and care for others, visible in reading, liturgy, and mentoring opportunities.

- **Student Leadership:**

Our Year 6 students lead through service, prayer, and activities including sports, STEM, and cultural events. We intentionally develop Māori student leadership and voice in ways that affirm cultural identity.

- **Ahurei / Rā Whakangahau:**

Our Year 4–6 students participate in regional cultural celebrations and noho marae experiences, supported by local teachers and experts in mātauranga Māori. Preparation includes tikanga, kapa haka, and learning of waiata and haka.

- **Faith and Tikanga Māori Integration:**

Masses, liturgies, and Religious Education programmes include te reo Māori, karakia, and bicultural elements, reflecting the inclusive and universal nature of our Catholic faith.

Strategic Goal 3: Hands – Service

SOCIAL JUSTICE – EQUITY – THE COMMON GOOD

We promote social justice and equity through acts of service and authentic engagement with kaupapa Māori. Our students are empowered to live out the values of manaakitanga, kaitiakitanga, and whanaungatanga in their learning and daily lives.

Actions:

- **Kapa Haka:**

A sustainable Kapa Haka programme, led by a dedicated tutor from Term 3, 2025, will provide a rich cultural experience and platform for all students to express pride in te ao Māori.

- **Waiata and Karakia:**

Our student leaders confidently lead waiata and karakia at school Masses, liturgies, pōwhiri, and gatherings, affirming our commitment to te reo Māori in our Catholic context.

- **PiPS Gardening Programme – Living Kaitiakitanga:**

Through the PiPS (People in Partnership with Schools) Gardening Programme, students learn the importance of environmental stewardship by caring for and cultivating our school garden. This hands-on learning experience fosters a deep understanding of **kaitiakitanga**, where tamariki act as guardians of the land, work alongside volunteers and whānau, and witness the interconnectedness of faith, service, and nature. Tamariki contribute to sustainability efforts while developing pride, responsibility, and a connection to Papatūānuku.

- **Service and Cultural Competence:**

Students participate in service projects grounded in manaakitanga and kaitiakitanga. This includes environmental clean-ups, care for others, and learning experiences that build empathy and respect across cultures.

- **Community Connections:**

We value the voices of our whānau Māori through regular hui and authentic consultation. Their input helps shape inclusive practices that affirm cultural identity and foster belonging.

Conclusion

In 2024, St Thomas More Catholic School has continued to give real and enduring effect to Te Tiriti o Waitangi. We are proud of the progress we have made and remain deeply committed to growing in partnership with Ngāi Te Rangi and our Māori whānau. Through our faith, curriculum, and community, we strive to honour the principles of Te Tiriti and provide a learning environment where every ākonga thrives as who they are.

We acknowledge Ngāi Te Rangi Iwi as mana whenua and value our working relationship with Iwi, hapu and whānau. We acknowledge our three local iwi – Ngāi Te Rangi, Ngāti Ranginui and Ngāti Pukenga.

St Thomas More Catholic School values its responsibilities under Te Tiriti o Waitangi to the principles of partnership, participation and protection, and deeply values the relationship with whānau and mana whenua/iwi/hapu.

The Board and staff of St Thomas More are committed to;

- working to ensure their plans, policies and local curriculum reflect local tikanga Māori, mātauranga Māori and te ao Māori*
- taking all reasonable steps to make instruction available in tikanga Māori and te reo Māori*
- achieving equitable outcomes for Māori students*

Next Steps:

- Strategic review and planning with whānau via our whānau roopu. Termly hui. Strategic planning of the success of Māori in our Strategic and Annual plans that reflect the aspirations of whānau, Ngāi Te Rangi iwi/hapu, ākonga-learners, kaiako-teachers, the Board and the NZC.*
- Ongoing PLD for staff to increase their understanding and skill in te reo me ōnā tikanga Māori, tangata whenuatanga, local history and Te Tiriti o Waitangi*
- Working with ECE's and Aquinas College for the effective transition of our ākonga-learners from one setting to another*
- Specialist teacher for Kapahaka and te reo Māori enrichment. Kapa haka Roopu open to all ākonga-learners.*

Statement of Compliance with Employment Policy 2024

Your board is required to operate an employment policy that complies with the principle of being a good employer. Your board must ensure compliance with this policy (including your equal employment opportunities programme) and report in your annual report on the extent of compliance (section 597(1) of the Education and Training Act 2020). Your board may wish to complete and include the following tables in your annual report to meet requirements under s597 of the Education and Training Act 2020. The use of the tables is optional. Under s597 of the Act a good employer is one who operates a personnel policy containing provisions generally accepted as necessary for the fair and proper treatment of employees in all aspects of their employment. The board should look to confirm what actions or policies are already in place and what actions are being undertaken to meet the provisions.

The following questions address key aspects of compliance with a good employer policy:

Statement of compliance with employment policy

Reporting on the principles of being a Good Employer	
How have you met your obligations to provide good and safe working conditions?	Health and Safety registers and reporting; keeping the environment healthy and orderly; school board interviews staff once a year and on exit to gather information on working conditions. Release time is available when needed as well as support for stress and mental health issues.
What is in your equal employment opportunities programme? How have you been fulfilling this programme?	

How do you practise impartial selection of suitably qualified persons for appointment?	Appointments committee of four scrutinise the processes – advertising, referee reports, checking registration and teachers council. Interviews conducted with the same appointments committee members; using the same set of questions for all candidates.
How are you recognising, <ul style="list-style-type: none"> - The aims and aspirations of Māori, - The employment requirements of Māori, and - Greater involvement of Māori in the Education service? 	Opportunities for study, to advance career aspirations, to gain confidence and to work alongside other kaiako Maori supported by the management and leadership team. Provision for release time and membership of a Kahui Ako which supports and enables growth in matauranga Maori. Membership of MAC (Māori Achievement Collaborative).
How have you enhanced the abilities of individual employees?	Recognising gifts and abilities by encouraging involvement with teacher networks; participation in Kāhui Ako wide activities and programmes.
How are you recognising the employment requirements of women?	Staff are currently all female. Teachers are encouraged to speak up if iniquities are found in employment requirements.
How are you recognising the employment requirements of persons with disabilities?	Providing a teacher assistant for a teacher with disabilities and working with Workbridge.

Reporting on Equal Employment Opportunities (EEO) Programme/Policy	YES	NO
Do you operate an EEO programme/policy?	YES	
Has this policy or programme been made available to staff?	YES	
Does your EEO programme/policy include training to raise awareness of issues which may impact EEO?		NO
Has your EEO programme/policy appointed someone to coordinate compliance with its requirements?	YES	
Does your EEO programme/policy provide for regular reporting on compliance with the policy and/or achievements under the policy?	YES	
Does your EEO programme/policy set priorities and objectives?		NO

Kiwisport Funding 2024

Kiwi Sport is a Government funding initiative to support students' participation in organised sport.



In 2024, our school received total Kiwi Sport funding of \$1,547.36 (excluding GST).

In 2024 the funding was spent on:

Swimming Coaching

These involved external coaches developing skills and confidence to encourage children to take part in organised sport.

(In 2025, the school received total Kiwi Sport funding of \$1,586.12 excluding GST).