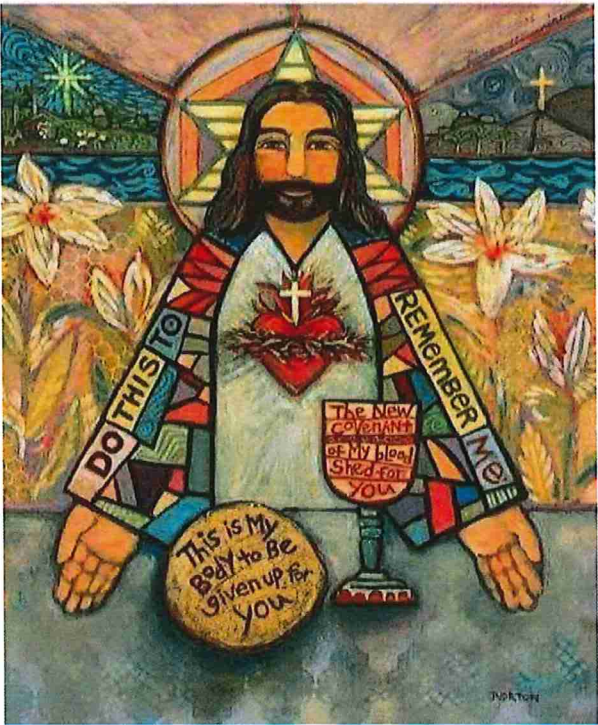


*St Thomas More Catholic School*

KA NGARO, KA NGARO, KA EA, KA EA, TE TOKA A TIRIKAWA  
NO MATTER WHAT, STAY TRUE

# *Annual Implementation Plan 2024-2025*

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



Review	
Pp 3	2023 Student progress and achievement
Pp 4	2023 Analysis of Variance
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	<b>Annual implementation plan 2024-5</b>
Pp 8-9	Action Plan 2024
Pp 10-11	Supporting Documentation 2024-2025

*“Christ has no body now on earth but yours.”*

*St. Teresa of Avila.*

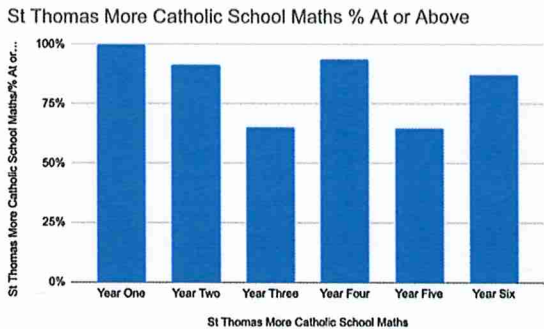
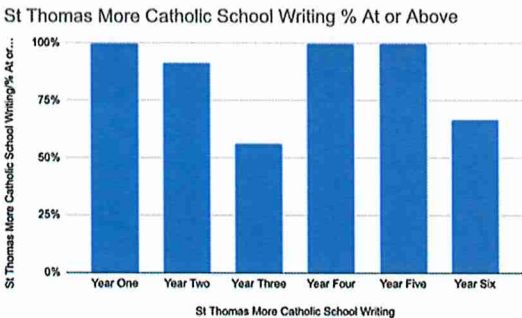
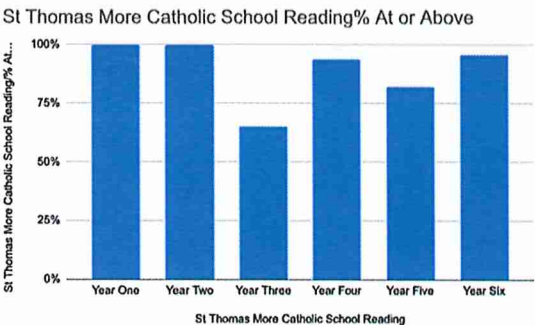
**Progress and achievement of the student population from Year 2-6 in 2023.**

Reading : **87%** of students are at or above the expected band of achievement for curriculum level.

Writing: **77%** of students are at or above the expected band of achievement for curriculum level.

Mathematics: **81%** of students are at or above the expected band of achievement for curriculum level.

**Results for Student population in Reading, writing and mathematics at the end of 2023.**



### **Analysis of Variance 2023**

**Strategic Aim** : Every student progresses further along the learning continuum, building on previous successes, empowered by a strong love of learning.

**Annual Aim** : To reduce the barriers to learning for all students to ensure that there are positive shifts in learning – regularly assessed by teacher; reviewed at end of each term by the leadership team. Target Students in 2023: Year 3.

Results at the end of 2023: 65% of Year 3 students in reading achieved; 56% of Year 3 students in writing achieved and 65% of Year 3 students in mathematics achieved.

#### **Reasons for the variance – Why did it happen?**

30% of Year 3 moved to our school in 2023.

30% of Year 3 are English language learners and therefore have two extra years before being assessed against their year groups milestones.

Within this class there are 20% who have been assessed as having significant learning challenges (dyslexia and/or on the autistic spectrum).

#### **Actions – What did we do?**

Structured literacy (iDEAL) and Structured mathematics (Prime Maths) were introduced to the Year 3 students so that students became familiar with the lesson formats; they could build on what they had already learned; there were opportunities to learn new concepts and then practice them until they learned them; learning was presented in small chunks and the way teachers introduced concepts used familiar language and frameworks. Students were supported by teacher aide time (from the ELL grant).

#### **Next steps- what are we going to do in 2024?**

After considering the staffing available for 2024 the leadership team decided to maximise learning for the students who needed the most support by reducing the ratio of teacher to students to 1: 14 ensuring that each student would have more one-on-one time with their teacher. This means that three learning groups will operate in the Year 4-6 area of the school as well as three home groups. Students will move between teachers so that extension can be provided for students who are achieving above the expected level and those working towards the expected level. Additional teacher aide hours have been allocated to support the students in the Year 4-6 team and three places have been made available to provide SPELD lessons to individual students for 2024. The SPELD tutor has committed to assessing the students and planning a programme which can also be included in classroom learning time. Structured literacy and structured mathematics will be established throughout the school in 2024 and professional development will be offered through the Kahui Ako to all teachers in literacy and maths. Resources e.g. decodable books, prime maths student books and maths centres for each class, will be purchased to provide teachers with the tools they need. Subscriptions to platforms (iDEAL and Prime Maths) will be provided to support teachers in their planning and assessment tasks.



<b>Review of 2023 Action Plan</b>		
<b>Curriculum</b>	<b>How did we plan to achieve this?</b>	<b>What actually happened?</b>
<b>Religious Education</b>	Mission and Outreach – connecting with Catholic schools in our Kahui Ako; RE courses and studies promoted; regular reviews undertaken by DRS; prayer a significant part of daily life. Connections with parish – involvement with communication team; workshops on new faith curriculum. Invitations to parents and whanau to join with students for liturgies and events. Regular sessions with priest visiting classes; sharing cards and letters with parishioners and retirement villagers. Regular Kahui Ako workshops on practical ideas and activities to support learning. Encouraging participation in sacramental preparation; invitations and support to families to join the baptism classes. Ensuring that classroom environments reflect special character. Planning for each term based on RE concepts.	Several events and connection days were planned to provide students with opportunities to build relationships with Kahui Ako schools. DRS responsibilities were restricted due to lack of release time available. Parents and whanau attended several Masses, liturgies and dramas – very positive feedback received. Interaction between school and community groups restricted to Mass each Friday. Numbers of students enrolled in sacramental programmes are decreasing. RE curriculum basis of planning.
<b>Writing</b> To support priority learners	Continuing integration of science and literacy- providing contexts for writing. Working alongside ASC/COL modelling and providing support to teachers. Moderating meetings with ASCs. Support for dyslexic readers provided. SPELD tutoring provided to students during the year. Visits to Kahui Ako schools to observe iDEAL in action. Purchasing of readers and resources. Small group teaching. Cross grouping between classes to ensure students are learning at the same levels for iDEAL. Support from teacher aide.	Use of Stylefit in Year 4-6 has lifted the achievement in writing. Moderation between teachers supported the improvements in writing. The iDEAL programme focus on spelling built confidence in writing so motivation lifted noticeably amongst the boys. Handwriting was a focus for students, particularly in Y1-3.
<b>Maths</b> To monitor and improve student achievement.	Share best practice between staff- grow teaching capacity. Encourage teachers to invite ASC – Maths to observe and give feedback or next steps. Differentiated learning and needs based teaching. Building student confidence by pre-loading ahead of the introduction of new strategies. Use equipment at each stage; develop inquiries around real life contexts – measuring and decimals. Use progressions to plan and assess. Investigate the use of various ‘types’ of maths programmes (texts).	Pre-loading for students who needed extra support was very effective. Year 3 and 4 were chosen to pilot the Prime Maths programme. Year 4-6 focussed on practical maths throughout the year – mixing science with maths. This was very effective – real life contexts. ASC ( Kahui Ako) visited classes to support teachers.
<b>Te Reo, Aotearoa NZ history</b>	Develop stages (2 year bands) of narratives, knowledge and waiata – start to introduce these across the school. PLD. Review practices which achieve equitable outcomes for Maori students. Planning of each big concept for the term is informed by ANZ history curriculum document. Begin the process of unpacking Know-Understand-Do and transfer this practice to other curriculum areas. Teacher only day – attend the launch of Te Whanaki ki Tauranga Moana. Unpack Niho Taniwha with MAC facilitator. Regular online kapa haka classes with tamariki daily. Ra Whakangahau for Year 1-2 in Term 4 with Mount ECE; Ahurei in Term 3 at Aquinas with Kahui Ako.	Working with the Kahui Ako and using the Te Whanaki ki Tauranga Moana platform to source narratives and waiata; Year 3-6 learning phrases, words and waiata daily through kapa haka on line. Further PD needed to unpack the Know-Understand-Do frameworks with teachers. Regular staff meetings facilitated by MAC kaihoe using the resource ‘Niho Taniwha’. Completed by the end of 2023. Local history became a focus in Term 3 and 4- to support teachers planning for visits and guest speakers.
<b>Technology /digital</b>	Support Year 3-6 to integrate chromebooks into learning programmes. Encourage Year 1-2 to use ipads in their learning i.e. recording and sharing on SEESAW with parents. Provide parent workshops and podcasts/videos on how to leave feedback on SEESAW to encourage students in their learning. Use SEESAW journals to report to parents at student/teacher/parent conferences and interviews. Learning support provided to students with learning challenges using apps like speak to print. (STEM activities led by Kahui Ako across schools co-ordinators Term 2 and 3)	Year 4-6 used their chromebooks 35% of the day. Year 3 usage was 10%. Year 1-2 limited their usage to photos of best projects, new learning for Seesaw – reporting to parents. A review of Seesaw concluded that parents were not interacting with their children on line enough to make Seesaw a credible method of reporting on progress and achievement. Epro8- two teams through to Kahui Ako finals. STEM activities used frequently in Y5-6.
<b>Healthy Active Learning - Hauora</b>	Connect with whanau through Whare Tapa wha hui and facebook. PLD opportunities. Inquiry about competition and how people react to winning and losing. Evaluating the positives and negatives about team sport/activities with Year 4-6 students. Connect our school values with physical activities and hauora. Encourage more involvement with PE and sports. Grow participation to increase numbers in school teams. Statistical investigations about nutrition, ‘healthy choices’, personal bests. Using big books to spark discussions about competition. Becoming more aware of the four walls of the whare- how this model fits in our lives. Survey student voice and teacher voice: aspects of sport and fitness; active living; choices. Data to inform resourcing and planning.	Professional development opportunities taken up by staff. HAL resource people met with teachers to plan out programmes which improved organised sport, leadership skills and co-operative games in the playground. Statistical investigations and surveys undertaken in all year levels of the school –student voice about sports and physical activity; designing a better environment to play; purchasing equipment which reflects student interests; planning for new activities in asphalt areas and working bees to paint games.



Review of 2023 Action Plan		
Reviewing operations	How did we plan to achieve this?	What actually happened?
<b>Consultation and policy review.</b> To ensure that clear lines of communication are maintained between all stakeholders in our school community.	Choose a focus question and identify the groups who are stakeholders. Devise a way of collecting data – face to face, written/digital, group discussion- which is equitable and which enables people to say what they think in a safe environment. Collate responses and present to the community to inform actions. Ensure that the various cultural groups are able to be heard and are recognised as contributing to the wellbeing of families, teachers and community.	Methods of gaining feedback from the community have been tried : including surveys on line, mail outs and bulk emails. The most feedback was gained from the health survey regarding sexuality education. School policies needing review were included in newsletters and on the website.
<b>Human resources</b> To ensure that staff are treated in an equitable manner and that the BOT are good employers	Pastoral care committee established in Term 1 ( members of the board). Interviews with staff to review conditions and to provide opportunity for feedback by staff on the operations of the school. Collate suggestions for next steps. Affirm staff members. Provide opportunities for creative thinking around creating a vision for the future of the school and it's community.	Members of the board interviewed staff members and reported back that resourcing was an area for increased expenditure, especially the provision of hours to achieve extra responsibilities. The focus needs to be on growing our student numbers through publicity at the early childhood centre level.
<b>Review teams</b>  To devise a focus question, identifying what data is collected and how; explaining how the information will be shared and deciding on possible actions.	Catholic character review of four focus areas: <u>encounter with Christ</u> ; growth in knowledge; Christian witness; safeguarding and strengthening Catholic character. Collect data on one focus area per year so that when the Diocesan review team arrives the team can share their understanding and their plans for all aspects of special character. Using the agreed focus (ERO inquiry question) gather data about student agency; developing learning habits; improving student achievement and equitable outcomes for Maori students.	Proprietors reported to the Bishop – identified that the number of students enrolled in the sacramental programmes is not as high as the number of eligible students. Interaction and involvement in Mass celebrations is high because the school comes to church each Friday and students are keen to volunteer to take up roles each week. Information regarding the value of the introduction of Prime Maths and iDEAL in the school has been provided to our ERO partner...structured learning is making a difference for students with learning challenges, neurodiverse students and improving achievement and equitable outcomes for Maori students.
Personnel	How did we plan to achieve this?	What actually happened?
<b>School board.</b> Members of the school board are able to contribute to the effective governance of STMCSS with confidence through an increased level of knowledge and understanding of their role.	Continue a cycle of review using schooldocs as a tool to ensure that each policy is reviewed triennially. Professional development focus for 2023: cultural competencies and understanding. “How does the school board honour Te Tiriti o Waitangi” and are the members of the board confident in regard to reviewing and maintaining the school’s cultural awareness. Unpacking the Hautu tool – self review with assistance from MAC – D.Manning. Reports directly focussed on aspects of Hautu compiled for board meetings ( once a term) to inform strategic planning.	All health and safety policies were reviewed by the board during the year, as required by the schooldocs calendar. D.Manning (Mac facilitator) attended a school board meeting to provide insights into cultural competencies and to share understandings on “How the school board honours Te Tiriti of Waitangi”. By unpacking the Hautu tool the board developed two goals which sit within the strategic plan to address cultural awareness and equitable outcomes for Maori i.e. Maori achieving success as Maori.
<b>Staff</b> Members of the staff are able to contribute to the achievement of the school goals through continuous upskilling and personal growth in all aspects of their job.	Review job description and responsibilities. Allocate fixed term units. Fixed term contracts for principal release teacher- CRT and Kahui Ako release. First aid training/certification for teacher aide and administration staff refreshed. Learning support co-ordinator working to support teachers and families. Appraisal cycle completed by end of year and professional development plan written for 2023 in consultation with staff.	Job descriptions were updated and signed off. Fixed term units were allocated in consultation with staff. First aid training provided for support staff and administrative staff. Regular meetings between the learning support teacher, RTLB and SENCO resulted in positive outcomes for students and teachers. Appraisal cycle outcomes resulted in professional development plan for 2023 including staff meetings and workshops via Zoom.

St.Thomas More Catholic School, Mt.Maunganui Annual Implementation Plan 2024-2025.

Finance and property	How did we plan to achieve this?	What actually happened?
<b>Maintenance of property</b> To provide a safe and attractive environment in which to work for staff and students through a cycle of repair and maintenance.	<b>Board funded:</b> Paint steps and decking on administration block. Dividing doors in PIPi block repaired. Put down bore beside school gardens ( with PIPs trust) Sails cleaned (wet and forget) – autumn Chemwash exteriors of buildings Replace administration computer (leased laptop with screen). <b>Diocese funded:</b> Repair autex- glue in Year 2+3 block. <b>PTFA funded</b> Annual warrant of fitness for adventure playground.	Decking and steps painted as part of the cyclical maintenance carried out in the December January holidays. Dividing doors ion Pipi put back on their tracks and now lockable. Did not get funding through PiPs to put the bore down. Sails not cleaned – too expensive. Need to be put on 2024 list. Chemwash completed. Administration computer – is actually the leased principal’s computer. Will need replacing in the future when the new principal reclaims his/her laptop. Some autex glued back in place – however more has since come off the walls. Annual warrant of fitness for adventure playgrounds has highlighted areas of maintenance required.
<b>Capital works</b> To provide accommodation and working spaces as outlined in the ‘big picture’ for our school.	Funded by Diocese (EPMP funding project) Replacement of the administration block roof. Refit of doors in the Paua block and entranceway, fire door on staffroom. Replacement of carpet in staffroom.	Roof replacement completed; sliding doors added to Paua block and staffroom. Replacement of automatic doors at entranceway for lockable doors. Fire door on staffroom replaced. Carpet not replaced in staffroom ( needs attention 2024 – board cost)

Health and Safety	How did we plan to achieve this?	What actually happened?
To ensure that students, staff and all members of the school community are emotionally and physically safe while at school.	Evacuation procedures practiced each term <ul style="list-style-type: none"> <li>- Fire</li> <li>- Tsunami</li> <li>- Earthquake</li> <li>- Lockdown or reverse evacuation.</li> </ul> Hearing and Vision testing. Dental treatments arranged (twice a year @ Arataki). Compliance schedule monitored, annual checks on fire and emergency systems maintained. Air conditioning systems maintained. Annual audit of adventure playground equipment (funded by PTFA). Fund flu vaccinations for staff (optional). Pastoral care committee set up by Board to monitor welfare of staff and families in our school community. Use restorative justice principles when dealing with conflict or breakdown of relationships.	Tsunami walk- Year 4/6 walked to the top of the Baypark flyover in 15 minutes, safely and calmly. Able to point out landmarks and returned without incident. Fire and earthquake exercises carried out in classes – without warning bell system, hand bell instead. Bell system needs attention.  Hearing and vision testing carried out twice a year. Dental treatments carried out through Arataki dental clinic/nurse arranges appointments. Several students identified to have teeth extracted via hospital. All scheduled maintenance and compliance carried out and annual building warrant of fitness signed off.  Staff had flu injections ( funded by board).



<b>2024 Action Plan: to achieve 80% at or above the expected milestones in reading, writing and mathematics.</b>			
<b>Curriculum delivery</b>	<b>How do we plan to achieve this?</b>	<b>Who is participating or leading this /when will we achieve this?</b>	
<b>Religious education</b>	Consolidate teacher knowledge and confidence teaching aspects of the new faith curriculum. Encouragement to evangelise and to reach out to families to become involved in the sacramental programme. Experienced tagged teacher to support new teachers. Connecting families with the church through ceremonies, liturgies, welcome assemblies and events. Funding of release time and to pay course fees to enable teachers to complete courses from Te Pukenga – upskill in Old and New testament studies.	K.Joblin All staff	By the end of the year.
<b>Reading and Writing</b>	Structured literacy continues as the focus for professional development with regular staff meetings/workshops with ASCs (Rotorua). Modelling, moderating and writing in real contexts will be ongoing. Dyslexic students and those assessed as needing intervention will be supported to complete SPELD lessons. Arrange teacher only days with Kahui Ako to support teachers in 'science of learning'. Arrange for teachers to visit St Mary's Tauranga to observe lessons in action. Arrange for students to participate in iDEAL lessons (across classes) to progress alongside their peer groups.	All staff ASCs/ Kahui Ako Teacher aides SPELD tutor.	By the end of the year
<b>Mathematics</b>	Clear learning progressions – students and teachers are aware of strategies and skills to problem solve. Focus on fast and accurate recall of basic facts, number knowledge and simple operations at all year levels. Teachers following the plans and lessons from the Prime Maths programme/ on line hub; students using materials and student books. Regular assessments and adjustments to grouping as needed.	K.Fielden All staff	By the end of the year
<b>Te Reo, ANZ History</b>	Continue developing Te Reo following the plan developed with MAC – Level 1 for whole school- repeated twice during the year. Kapa haka on line lessons – including waiata, kupu, phrases to back up Level 1 development.	K.Joblin D.Manning K.Fielden All staff	By the end of the year
<b>Healthy Active Learning - Hauora</b>	PLD offered to all staff – after school workshops. HAL instructors coming into school to support development of playground games, guided games by senior students.	K.Joblin S.Aindow	Ongoing
<b>2024 Action Plan</b>			
<b>Reviewing operations</b>	<b>How do we plan to achieve this?</b>	<b>Who is participating or leading this /when will we achieve this?</b>	
<b>Consultation and policy review</b> To ensure that clear lines of communication are maintained between all stakeholders in our school community.	Review cycle followed as advised by Schooldocs. Parent consultation evenings to discuss strategic direction and to share policies- how are we tracking against goals? How do we collaborate with whanau to strengthen the home/school partnership. Putting attendance at the centre of the conversation – improving understanding of the need for regular daily attendance to achieve good educational outcomes.	Board chair, communications committee, Whanau roopu connectors.	Ongoing
<b>Human resources</b> To ensure that staff are treated in an equitable manner and that the board are good employers.	Support teachers through transitions as staffing entitlement changes in response to roll changes. Support career advancement through growing leaders. Ensure that morale, health and safety, areas of concern and the matters on top are shared with people who have the responsibility to make changes.	Board chair and Pastoral care committee	Ongoing
<b>Review teams</b> To ensure that the operation of the school adheres to legislative and Diocesan requirements.	Catholic character review : growth of knowledge (from four areas in review). Use questions developed by the review teams. Using ERO inquiry question: consistency ( how this improves outcomes for students). Apply this to structured literacy and numeracy introduction/changes in achievement levels. Review Maths- how can we achieve consistency of teaching and learning in our school?	Special character review team School review team	Ongoing



St.Thomas More Catholic School, Mt.Maunganui Annual Implementation Plan 2024-2025.

Personnel			
<b>School board.</b> School Board members are able to contribute to the effective governance of STMC School through increased knowledge and understanding of their role.	Upskill in finance matters and employment matters through attendance at NZSTA workshops. Goal: at least one per board member a year. Update the Strategic plan by 1 <sup>st</sup> March 2024. Involvement in the Faith based Kahui Ako – familiarise the board with the strategic plan, membership and value added for St Thomas More. Ensure Hautu recommendations are actioned, reviewed and updated.	Board members Parish priest/Bishop D Manning – MAC K. Joblin	December
<b>Staff</b> Members of the staff are able to contribute to the achievement of school goals through continuous upskilling and personal growth in all aspects of their job	Workshops and training to inform practice when teaching students with learning challenges. Professional learning about the new revised NZ curriculum and the Common Practice Model. Modelling, mentoring and meetings which inform and build confidence in the use of the iDEAL model for structured literacy. Lead teachers provide assistance with the adoption of the new Faith curriculum at the Y1-2 level. Staff hui- moderating and consistency of assessment. Review job descriptions and responsibilities. Allocate fixed term units with consultation – staff.	K.Joblin M Thomas Learning support team MOE advisers.	December

Finance and Property		How do we plan to achieve this?	
<b>Maintenance of property</b> To provide a safe and attractive environment in which to work for staff and students through a cycle of repair and maintenance.	Working bees to maintain the exterior of the school and the school grounds. Complete cyclical maintenance – exterior of the staffroom and administration painting. Cleaning of shade sails completed. Chemwash exteriors. Additional artworks at the front of the school – design a waharoa for entrance. Arrange funding to complete this project. Repairs to the adventure playgrounds completed.	School board and PTFA  K.Joblin	
<b>Capital works</b>	Dependent on Diocesan property report expected June, 2024	Diocese.	
Health and Safety			
To ensure that students, staff and all members of the school community are emotionally and physically safe while at school.	Complete Healthy Active Living surveys – akonga and kaiako surveys online. Results to inform planning for physical activity in the playground e.g. new equipment. Board pastoral care committee to complete surveys and interviews with staff to determine actions to improve health and safety at work. Evacuation procedures practiced as planned (Schooldocs guidelines) for Fire, Tsunami, earthquake, reverse evacuation (lockdown) Hearing and vision testing. Dental treatments arranged twice a year- Arataki dental nurses. Compliance schedule monitored, annual check on fire and emergency systems. Air conditioning systems maintained. Adventure playground maintenance completed by June, 2024. Fund flu vaccinations for staff. Pastoral care committee active and aware of people or groups that need assistance in our school community. Restorative justice principles used when dealing with conflict or breakdown of relationships.	School board K.Joblin Teaching staff.	

**Supporting Documentation 2024-2025**

Key school documentation that informs the St.Thomas More Catholic School Strategic and annual implementation plans.

**Curriculum:**

- New Zealand Curriculum Framework
- Literacy Learning progressions, Action plans and Outcomes Reviews
- Associated Guidelines (Schooldocs)
- School Assessment Schedule
- Reporting to the BOT on student achievement
- Te Paetukutuku - Guidelines for Culturally responsive Schools. Ngai Te Rangi (2013)
- Te Whanake ki Tauranga Moana - Kahui Ako and iwi partnership (2020-23)
- Ngai Te Rangi Paritaha Model (2023)

**Finance:**

- Auditors Report - Annual report (Copy available on website)
- SUE Reports
- Annual Budget and Monthly accounts
- Associated policies, guidelines and procedures (Schooldocs)
- 10 Year Cyclical Maintenance Plan
- Asset registers.

**Health and safety:**

- Evacuation procedures
- Associated policies, guidelines and procedures (Schooldocs)
- Accident and medical Register
- Compliance Schedules
- Diocesan property inspection reports
- Building Warrant of Fitness - completed by the Diocesan agents.





### Human resources:

- Job descriptions/Appraisal Documents
- Personnel and Curriculum Guidelines (Schooldocs)
- Performance agreements/Employment contracts
- Administration handbook
- School Parent Information Booklet
- Accident and medical register
- Staff professional development plan.

### Kahui Ako – Rotorua Faith based Community of Learning.

- Memorandum of Agreement
- Strategic Planning

### Property:

- 10 year Cyclical Maintenance Plan
- School Insurance – Crombie Lockwood
- Associated Guidelines including Health and Safety Procedures (Schooldocs)
- Compliance Schedules
- Evacuation Procedures
- Emergency Management Plan
- Capital Works schedule- CISO

### Special Character:

- Religious Education 'Faith' Curriculum
- Proprietor's appointees' annual report to the Bishop.
- Newsletters, Diocesan magazine ' Kete Korero'.





*St. Teresa of Avila*

*Christ has no body but yours, no hands, no feet on earth but yours.  
Yours are the eyes with which he looks compassionately on this world.  
Yours are the feet with which he walks to do good.  
Yours are the hands, with which he blesses all the world.  
Yours are the hands.  
Yours are the feet.  
Yours are the eyes.  
You are his body.  
Christ has no body now on earth but yours.  
Amen.*