



St Francis Catholic School

Annual Report – 2024

We are a vibrant & empowering
Catholic school, creating **pathways**
of **excellence** for our tamariki.



Strategic Direction:

1. All children at St Francis Catholic School will be able to access the New Zealand Curriculum as evidenced by progress and achievement. Our local Curriculum will be delivered in conjunction with the School's Special Character, vision and values; key competencies and learning areas, enabling and school vision "We are a vibrant and empowering Catholic school, creating pathways of excellence of our Tamariki".
2. All staff will deliver a high standard of education for all children, through a commitment to best practice pedagogy and a collaborative professional learning community.
3. Strong and respectful home / school / parish partnerships will ensure a welcoming, positive and inclusive environment for all children and their whanau in our school community.
4. The Catholic Special Character of St Francis Catholic School will be protected and enhanced by developing the dimensions of Encounter with Christ, Growth in Knowledge, Christian Witness and Safeguarding and strengthening Catholic Character.

Strategic Goals:

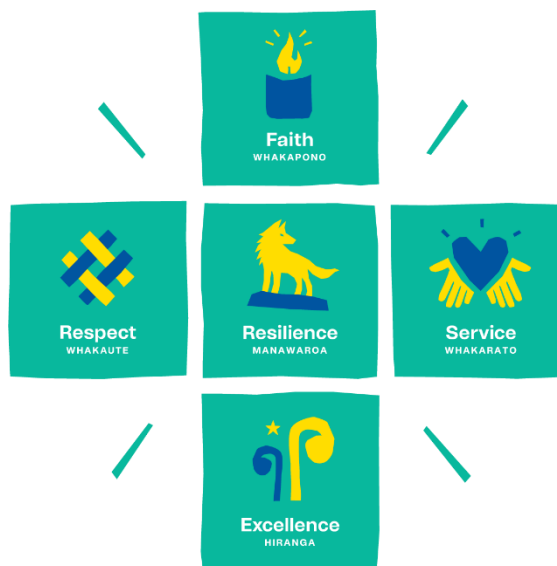
1. Implementation and embedment of the school wide rebrand project across the school by the end of 2025.
2. Increase opportunities for student agency.
3. Increase focus on Mental Health and Wellbeing.
4. Achievement and Progress targets – focus on improving literacy across the school.
5. Develop localised curriculum documents and implement new curriculum areas: Aotearoa New Zealand Histories and the new Religious Education Curriculum.
6. Behaviour Management planning and documentation review

Statement of Variance 2024 – Progress against targets:

Goals:	Actions taken:	Reasons for any differences between targets and the outcomes	Planning for 2025 – where to next?
<p>1. Implementation and embedment of the school wide rebrand project across the school by 2025.</p> <p>NELP 1, 2, 3</p>	<p>Implement the St Francis Graduate Profile across the school, linking with the key competencies, using a Year 1 – 6 success criteria / matrix.</p>	<p>All goals achieved. Graduate Profile complete and working in classrooms. Developed Year 2, Year 4 and Year 6 criteria for matrix.</p>	<p>Senior students involved creating visuals.</p>
<p>2. Increase opportunities for student agency.</p> <p>NELP 1, 2, 3, 4</p>	<p>Student voice collection is part of best practice, with regular opportunities to collect data.</p> <p>Continue to imbed a school wide approach to build and embed akonga agency, evidencing ownership of their learning, using learning from recent completed PD with Alana Madgwick. Link with Kahui Ako across school lead and within school lead work plan. Embedding Mid and End of Year Reporting to parents, evidencing student voice in a real context. Possible link with the Graduate Profile.</p>	<p>All goals achieved. Student voice collected regularly. Kahui Ako professional development completed, included in the reflection and review cycle. PDL journal completed. Second round of funding rejected. PLD funding moved on to Structured Literacy. All applied for funding approved. Year 2 – 6 student voice collected for Mid and End of Year Reports. Year 5 – 6 links with Graduate Profile matrix.</p>	<p>Student voice will continue to be collected throughout the year, including for Mid and End of Year Reports. Professional Development opportunities to collect student voice in 2025: Structured Literacy (Liz Kane PD, LLLL PD, The Code PD etc), Maths No Problem, new RE curriculum etc.</p>
<p>3. Increase focus on Mental Health and Wellbeing.</p> <p>NELP 1, 2, 3, 4</p>	<p>The Mitey Programme and Mental Health curriculum are fully integrated in the St Francis local curriculum and is regularly reviewed by all key stakeholders.</p> <p>Ongoing review of policies and procedures related to mental health.</p>	<p>All goals achieved. All Professional Development and curriculum content implemented as planned. Local Curriculum documentation reviewed by the Senior Leadership Team. Policies and procedures reviewed according to the schedule.</p>	<p>The Mitey Programme will continue throughout the school. Implementation tracked and reviewed by MU holder.</p>

	Review the implementation of Key Competencies, with a particular focus on 'managing self', through school wide wellbeing strategies.		
<p>4. Achievement and Progress targets – focus on improving literacy across the school.</p> <p>NELP 1, 2, 3, 4, 5</p>	<p>Continue to work with the Kahui Ako to improve writing teaching. Continue to provide resources and PD to support the implementation of Structured Literacy practices, including The Code, Heggerty, LLLL, decodables etc.</p> <p>Review Structured Literacy resources that have been purchased over the previous two years and make a resourcing plan for the next two years.</p> <p>Achievement Targets:</p> <p>85 – 90% of students will be at or above the expected curriculum level for reading by the end of the year.</p> <p>85 – 90% of students will be at or above the expected curriculum level for writing by the end of the year.</p> <p>85 – 90% of students will be at or above the expected curriculum level for maths by the end of the year.</p>	<p>All goals achieved.</p> <p>Results for 2024:</p> <p>97% of students achieved at or above the expected curriculum level for reading by the end of the year.</p> <p>89% of students achieved at or above the expected curriculum level for writing by the end of the year.</p> <p>91% of students achieved at or above the expected curriculum level for maths by the end of the year.</p> <p>All targets reached by the end of the year. Children who did not achieve at or above the expected curriculum level have been identified and plans put in place for 2025.</p>	<p>Target students identified.</p> <p>Resources and interventions put in place. Small class sizes for focus cohorts.</p> <p>Teacher Aide timetables reflect needs across the school.</p> <p>Kahui Ako WSL focus: writing.</p> <p>Whole school PD focus: Structured Literacy and introduction of Maths No Problem resources.</p> <p>Special Needs students under the care of our new SENCO.</p> <p>Achievement Targets for 2025:</p> <p>85 – 90% of students will be at or above the expected curriculum level for reading by the end of the year.</p> <p>85 – 90% of students will be at or above the expected curriculum level for writing by the end of the year.</p> <p>85 – 90% of students will be at or above the expected curriculum level for maths by the end of the year.</p>

<p>5. Develop localised curriculum documents and implement new curriculum areas: Aotearoa New Zealand Histories and the new Religious Education Curriculum.</p> <p>NELP 1, 2, 3</p>	<p>Continue with the review and refresh of local curriculum documents. Review the ANZH curriculum implementation and track coverage of the strands across the school. Year 1 and 2 teachers to implement the new Level 1 RE curriculum strands, while Year 3 and 4 teachers attend PD.</p>	<p>All goals achieved. New curriculum areas implemented across the school. All scheduled Professional Development completed.</p>	<p>New RE curriculum Professional Development for Year 5/6 – implementation in 2026. Moving on to Structured Literacy PD and Maths No Problem implementation.</p>
<p>6. Behaviour Management Planning and documentation review.</p> <p>NELP 1, 2, 3, 4</p>	<p>Continue to implement a refreshed Behaviour Management plan across the school, including visuals. Share with the community. Introduce the “manners” incentive.</p>	<p>All goals achieved.</p>	



How we have given effect to Te Tiriti o Waitangi in 2024:

Our targets and actions give effect to Te Tiriti o Waitangi through

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

All schools in NZ have a duty to actively promote and protect Tiriti rights and to develop an education setting that reflects respectful relationships with Māori.

At St Francis Catholic School we have strategies to ensure that plans, policies, and our local curriculum reflect local tikanga Māori, matauranga Māori, and tea o Māori. We value strategies for achieving equitable outcomes for Māori students, using experts within the community and documentation such as Ka Hikitia and Tataiako. Our annual plan includes targets and pattern analysis to improve the achievement of Māori students, using good quality school wide achievement and progress data. St Francis Catholic School takes all reasonable steps to make instructions available in tikanga Māori and te reo Māori. This is evident in our resent rebrand documentation.

Throughout 2024 we have ensured specific teaching of Te Reo Maori and Maori tikanga (Level 1 and 2 of the NZC) and performance through multiple Kapa Haka groups (tutor through Auckland Central Catholic Kahui Ako). Cultural Lead position implemented across the school, working in conjunction with whanau.

St Francis Catholic School believes:

Te Tiriti o Waitangi provides an ideal framework for promoting the success of ākonga Māori as Māori in schools. Te Tiriti o Waitangi is, at its essence, about honourable, equitable partnership: it is an agreement to co-exist peacefully while each party retains its language, culture, and identity.

- Kawanatanga (honourable governance), by giving Māori a voice in all aspects of governance through genuine engagement and involvement in decision making.
- Rangatiratanga (self-determination), by acknowledging the rights of Māori to have agency, voice, and choice in what happens in schools.

- Ōritetanga (equity), by co-designing for equity. This means engaging with whānau Māori to design plans, programmes, and environments, rather than merely inviting them to consult on existing plans and ideas.

In Māori achieving success as Māori means strengthening their connections to their language, culture, and identity.

In genuine and authentic engagement with whānau Māori and mana whenua.

Statement of compliance with employment policy in 2024:

The St Francis board operates an employment policy that complies with the principle of being a good employer - (section 597(1) of the Education and Training Act 2020). Under s597 of the Act the St Francis board 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 operates an employment policy that complies with the principle of being a good employer. They ensure compliance with this policy (including our Equal Employment Opportunities Programme) and this is reported annually.

The Board:

1. Has developed and implements personnel and industrial policies, with policy and procedural frameworks set by the Government, which promote high levels of staff performance, use of educational resources effectively and recognise the needs of students.
2. Is a good employer, in compliance with the State Sector Act 1988 and the Education and Training Act 2020, using the conditions contained in employment contracts applicable to teaching and non-teaching staff.
3. Accepts as necessary for the fair and proper treatment of employees in all aspects of their employment.

The Board demonstrates it is a good employer by:

- Meeting the obligation to provide a good and safe working conditions.
- Having a recently reviewed Equal Employment Opportunities Programme.
- Practising impartial selection of suitably qualified persons for appointment.
- Recognising the aims and aspirations of Māori, the employment requirements of Māori, and the greater involvement of Māori in the Education service.
- Enhancing the abilities of individual employees.
- Recognising the employment requirements of women.
- Recognising the employment requirements of persons with disabilities.

The Board operates an EEO programme / policy that:

- Is available to staff.
- Includes training to raise awareness of issues which may impact EEO.
- Appoints someone to coordinate compliance with its requirements.
- Provides for regular reporting on compliance with the policy and / or achievement under the policy.
- Sets priorities and objectives.

Reporting on the principles of being a Good Employer

How have you met your obligations to provide good and safe working conditions?	We have systems, policies and procedures in place to ensure our staff feel safe within their working environment. Policies are regularly reviewed according to a predetermined schedule.
What is in your equal employment opportunities programme? How have you been fulfilling this programme?	Promote EEO through advertising and appointment processes. Staff voice collected throughout the year, in an environment where staff feel safe to share their thoughts and opinions about opportunities within the school. Our practices are fair, transparent and inclusive.
How do you practise impartial selection of suitably qualified persons for appointment?	Follow process, transparency throughout at all levels. Appointment personnel are inducted and briefed before all appointment meetings. Ensure all employees and applicants for employment are treated according to their skills, qualifications and abilities, without bias or discrimination.
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? 	We work towards meeting our obligations as Te Tiriti partners within our education setting. Aim and aspirations as Te Tiriti partners are an integral part of our school practices and culture. Tikanga and kawa of Maori leadership are interwoven within our school structure.
How have you enhanced the abilities of individual employees?	Through focused professional learning and development. Coaching model that is agentic, focussed and man-enhancing for all employees. The ongoing development of our school culture strongly focusses on the wellbeing of staff, students and our community.
How are you recognising the employment requirements of women?	Personnel appointments and practices are non-bias. Opportunities for advancement and leadership is open, transparent and available to all.

How are you recognising the employment requirements of persons with disabilities?	Through staff wellbeing and support initiatives. Providing tailored and timely support and requirements so employees can perform to the best of their abilities.
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Good employer policies include provisions for an Equal Employment Opportunities (EEO) programme/policy. The Ministry of Education monitors these policies:

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

St Francis Catholic School Policies - <https://stfrancis.schooldocs.co.nz> Username: stfrancis Password: brave

SLT Discussion points:

Community engagement – Do our goals and actions reflect the aspirations of our community? Based on the identities, cultures, needs and aspirations of our school.

Best methods of tracking evidence each term – looking for shifts and changes in teaching practice and student outcomes. High-level tangible steps, rather than surface feature changes. Catering to students whose needs have not been well met. Evaluate impact using success indicators, tools, rubrics.

Summary of information used to develop this plan:

- Community consultation
- Whanau Hui consultation
- Staff and student surveys

- NELP – National Education Learning Priorities <https://www.education.govt.nz/our-work/overall-strategies-and-policies/the-statement-of-national-education-and-learning-priorities-nelp-and-the-tertiary-education-strategy-tes>
- Education and Training Act 2020 – Objectives for Boards in Governing Schools <https://www.education.govt.nz/our-work/legislation/education-and-training-act-2020>

Financial Statement inclusion:

https://drive.google.com/file/d/1Hn4u-iFhgxMJjmc7e0mfk_cBIAmJMdJd/view?usp=sharing

- Statement of responsibility signed and dated
- Statement of comprehensive revenue and expense
- Statement of changes in net assets / equity
- Statement of financial position
- Statement of cash flow
- Notes to the financial statements
- Independent auditor's report signed and dated
- Report on other special and contestable funding
- Kiwisport funding

2024 Progress and Achievement Summary:

https://drive.google.com/file/d/1he7Bnp_W4oZr-Zj6O9gXhWY334VZhhUO/view?usp=sharing



2024 End of Year Reading Data Summary Y2-6—97% of our students achieved at or above the expected curriculum level at the end of the year.

	1B	1M	1E	2B	2M	2E	3B	3M	3E	4B	4M	4E
Y2		8% (<u>3</u>)	61% (<u>23</u>)	3% (<u>1</u>)	29% (<u>11</u>)							
Y3				8% (<u>3</u>)	41% (<u>16</u>)	41% (<u>16</u>)	10% (<u>4</u>)					
Y4				4% (<u>2</u>)	9% (<u>4</u>)	47% (<u>21</u>)	36% (<u>16</u>)	4% (<u>2</u>)				
Y5						3% (<u>1</u>)	46% (<u>16</u>)	40% (<u>14</u>)	9% (<u>3</u>)	3% (<u>1</u>)		
Y6				2% (<u>1</u>)			4% (<u>2</u>)	26% (<u>12</u>)	33% (<u>15</u>)	15% (<u>7</u>)	20% (<u>9</u>)	
Total pupils		1 % (<u>3</u>)	11 % (<u>23</u>)	3 % (<u>7</u>)	15 % (<u>31</u>)	19 % (<u>38</u>)	19 % (<u>38</u>)	14 % (<u>28</u>)	9 % (<u>18</u>)	4 % (<u>8</u>)	4 % (<u>9</u>)	

2024 End of Year Writing Data Summary Y2-6—89% of our students achieved at or above the expected curriculum level at the end of the year.

	1B	1M	1E	2B	2M	2E	3B	3M	3E	4B	4M	4E
Y2		16% (6)	71% (27)	8% (3)	5% (2)							
Y3			13% (5)	21% (8)	56% (22)	10% (4)						
Y4			4% (2)	7% (3)	16% (7)	62% (28)	9% (4)	2% (1)				
Y5					3% (1)	20% (7)	29% (10)	40% (14)	9% (3)			
Y6						7% (3)	4% (2)	20% (9)	41% (19)	22% (10)	7% (3)	
Total pupils		3 % (6)	17 % (34)	7 % (14)	16 % (32)	21 % (42)	8 % (16)	12 % (24)	11 % (22)	5 % (10)	1 % (3)	

2024 End of Year Maths Data Summary Y2-6—91% of our students achieved at or above the expected curriculum level at the end of the year.

	1B	1M	1E	2B	2M	2E	3B	3M	3E	4B	4M	4E
Y2		3% (<u>1</u>)	66% (<u>25</u>)	32% (<u>12</u>)								
Y3			5% (<u>2</u>)	15% (<u>6</u>)	62% (<u>24</u>)	18% (<u>7</u>)						
Y4			2% (<u>1</u>)	2% (<u>1</u>)	18% (<u>8</u>)	48% (<u>21</u>)	30% (<u>13</u>)					
Y5						9% (<u>3</u>)	46% (<u>16</u>)	37% (<u>13</u>)	6% (<u>2</u>)	3% (<u>1</u>)		
Y6							4% (<u>2</u>)	30% (<u>14</u>)	28% (<u>13</u>)	17% (<u>8</u>)	17% (<u>8</u>)	2% (<u>1</u>)
Total pupils		0 % (<u>1</u>)	14 % (<u>28</u>)	9 % (<u>19</u>)	16 % (<u>32</u>)	15 % (<u>31</u>)	15 % (<u>31</u>)	13 % (<u>27</u>)	7 % (<u>15</u>)	4 % (<u>9</u>)	4 % (<u>8</u>)	0 % (<u>1</u>)

2024 End of Year Data - Ethnicity Information

	Amount of students	% of students
Maori	5	2.5%
NZ European	124	62%
Samoan	10	5%
Tongan	16	8%
Other Pacific Island	3	1.5%
Asian	34	17%
Other	8	4%

2024 End of Year Data— Ethnicity Information— Students working below the expected curriculum level

	Reading	Writing	Maths
Maori	0	0	0
NZ European	4	14	3
Samoan	0	2	1
Tongan	1	3	2
Other Pacific Island	1	2	1
Asian	0	1	1
Other	0	1	1

2024 Progress—Term 4 2023—Term 2 2024 / Term 2 2024—T4 2024 / Term 4 2023—Term 4 2024

	Term 4 2023—Term 2 2024 (End of last year to mid this year—6 months)	Term 2 2024—Term 4 2024 (Mid this year to end of this year—6 months)	Term 4 2023—Term 4 2024 (End of last year to end of this year—12 months)
Year 2		Reading - 10% stayed the same, 85% progressed by 1 stage, 5% progressed by 2 or more stages Writing—10% stayed the same, 68% progressed by 1 stage, 22% progressed by 2 or more stages Maths—18% stayed the same, 82% progressed by 1 stage	
Year 3	Reading - 36% stayed the same, 62% progressed by 1 stage, 2% progressed by 2 or more stages Writing—19% stayed the same, 81% progressed by 1 stage Maths—52% stayed the same, 48% progressed by 1 stage	Reading - 30% stayed the same, 65% progressed by 1 stage, 5% progressed by 2 or more stages Writing—20% stayed the same, 71% progressed by 1 stage, 9% progressed by 2 or more stages Maths—10% stayed the same, 80% progressed by 1 stage, 10% progressed by 2 or more stages	Reading - 11% stayed the same, 44% progressed by 1 stage, 45% progressed by 2 or more stages Writing—5% stayed the same, 22% progressed by 1 stage, 73% progressed by 2 or more stages Maths—2% stayed the same, 44% progressed by 1 stage, 54% progressed by 2 or more stages
Year 4	Reading - 35% stayed the same, 65% progressed by 1 stage Writing—57% stayed the same, 43% progressed by 1 stage Maths—55% stayed the same, 42% progressed by 1 stage, 3% progressed by 2 or more stages	Reading - 14% stayed the same, 86% progressed by 1 stage Writing—7% stayed the same, 93% progressed by 1 stage Maths—17% stayed the same, 75% progressed by 1 stage, 8% progressed by 2 or more stages	Reading - 0% stayed the same, 47% progressed by 1 stage, 53% progressed by 2 or more stages Writing—0% stayed the same, 68% progressed by 1 stage, 32% progressed by 2 or more stages Maths—5% stayed the same, 52% progressed by 1 stage, 43% progressed by 2 or more stages
Year 5	Reading - 12% stayed the same, 88% progressed by 1 stage Writing—26% stayed the same, 71% progressed by 1 stage, 3% progressed by 2 or more stages Maths—33% stayed the same, 63% progressed by 1 stage, 4% progressed by 2 or more stages	Reading - 31% stayed the same, 69% progressed by 1 stage Writing—22% stayed the same, 78% progressed by 1 stage Maths—40% stayed the same, 57% progressed by 1 stage, 3% progressed by 2 or more stages	Reading - 0% stayed the same, 33% progressed by 1 stage, 67% progressed by 2 or more stages Writing—4% stayed the same, 42% progressed by 1 stage, 54% progressed by 2 or more stages Maths—6% stayed the same, 52% progressed by 1 stage, 42% progressed by 2 or more stages
Year 6	Reading - 44% stayed the same, 56% progressed by 1 stage Writing—40% stayed the same, 50% progressed by 1 stage, 10% progressed by 2 or more stages Maths—51% stayed the same, 41% progressed by 1 stage, 8% progressed by 2 or more stages	Reading - 35% stayed the same, 53% progressed by 1 stage, 12% progressed by 2 or more stages Writing—13% stayed the same, 64% progressed by 1 stage, 23% progressed by 2 or more stages Maths—11% stayed the same, 72% progressed by 1 stage, 17% progressed by 2 or more stages	Reading - 18% stayed the same, 42% progressed by 1 stage, 40% progressed by 2 or more stages Writing—0% stayed the same, 30% progressed by 1 stage, 70% progressed by 2 or more stages Maths—5% stayed the same, 42% progressed by 1 stage, 53% progressed by 2 or more stages