



St Mary's Catholic School, Papakura

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Principal's Report 2025

As Principal of St Mary's Catholic School, Papakura, I am pleased to present this Statement of Variance for the 2025 academic year. This document reflects our ongoing commitment to our mission: *"Together We Learn, We Pray, We Serve - Me Whakakotahi, Kia Maarama, Kia Pono, Ki Te Karakia,"* and our vision to develop confident, lifelong learners living in relationship with Christ. In accordance with Ministry of Education requirements, this preamble summarizes our strategic performance, key successes, and our roadmap for 2026.

One of our biggest challenges this year was how to best support the learning and development of our tamariki with extreme learning, behaviour and physical needs. This came with the challenge of having to ensure effective staffing of our special education programmes, so that all children are well supported along their learning and spiritual journey. Our Special Education Needs Department has had to cater for a higher number of children on ORS funding along with high health needs, including children who do not have ORS and therefore unfunded.

With the collaborative support of our board of trustees and RTLB, specialist teachers and Ministry of Education individuals, we were able to set up a more effective withdrawal programme in 2025 to meet the educational needs of these children. The programme has continued to be successful. However, this has resulted in increased interest in enrolment from more catholic families with such needs. Three of our Support Staff in this programme have had their LATs renewed in order to provide robust and focused learning experiences for these children, with the close guidance, support and oversight of our SENCo. The planning and assessment for the programme is led by our SENCo, supported by our RTLB service, as well as other support agencies.

Our budget has been impacted by the extra costs incurred to employ staff to effectively support our highly neurodiverse children who have extra special learning support needs (incl. High health, ORS and Global Learning Delay). This is evident in our financial reports. The board is in discussion on ways that this added but necessary cost can be better managed. With an open roll, we had no choice but to enrol a high number of children with such needs,



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who meet the preference criteria guided by the integrated schools agreement. With unavailability of places in special schools, we feel a responsibility to support these children and their families. However, the funding available does not cover these children's one-to-one care needs for the whole school day. This has meant that the board has had to fund the shortfall. We have had limited support from the Ministry of Education and are trying our best to support the learning development of these children in a mana-enhancing way, by applying for grant and community support to keep these programmes of high quality and well staffed.

Our local curriculum and pedagogical philosophy has been well embedded and children are immersed in authentic, active learning each day, while still providing the regulatory 1 hour per day in reading, writing and mathematics. Again, the strong and stable, now well established strategic plan has continued to be the core initiator, inspiration and touchstone for this work. Our parent and staff community are still highly supportive of this kaupapa. Solid proof of the success of our St Mary's pedagogical beliefs and philosophy is clearly evident in our achievement results across the spectrum of reading, writing and maths.

Strategic Priorities and Objectives for 2025 Our 2024–2026 strategic plan is anchored by five key "pou" (pillars) that guide our school's development:

- A. Mana/Wairua Tapu: Strengthening our Catholic character and staff/student faith formation.
- B. Whānau: Deepening engagement with our parent community and parish.
- C. Tinana: Developing a Healthy Active Learning curriculum and outdoor education.
- D. Hinengaro: Enhancing student wellbeing, attendance, and emotional intelligence.
- E. Mātauranga: Implementing a robust local curriculum integrated with structured literacy and mathematics.



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2025 Successes and Achievement Highlights

We have made significant strides in several areas over the past year:

- **Academic Gains in Writing:** We achieved a notable increase in writing proficiency across the school, with 86% of students at or above curriculum expectations, up from 80% in 2024. Māori student achievement in writing rose significantly from 82% to 94%.
- **Structured Literacy Implementation:** We successfully extended our structured literacy approach across Years 3–6. While some cohorts showed minor fluctuations, we are already seeing the impact of this new pedagogical approach on teacher practice and student engagement.
- **Spiritual and Community Growth:** Our Junior Youth Ministry (CSYMI) has empowered Year 5 and 6 students to lead praise and worship. We also strengthened parish ties through joint events like the Parish Whānau Hauora Open Day.
- **Wellbeing and Attendance:** We have embedded the "Zones of Regulation" school-wide to support emotional intelligence and have strengthened our attendance monitoring in line with Ministry expectations.

Enriching Our Priorities for 2026

To continue this momentum, our focus for 2026 will include:

- **Targeted Acceleration:** A specific focus will be placed on our current Year 5 cohort (moving into Year 6), where we have identified a need for accelerated progress in Mathematics.
- **Attendance Management:** We will implement a new Attendance Management Plan (AMP) in Term 1, 2026, with a focus on close communication with our Pacific families to address attendance-related achievement drops.



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- **Professional Development:** Our Senior Leadership Team will participate in a mission pilgrimage to Europe in October 2026 to further deepen our school's charism. We will also continue PLD in the Science of Learning and Structured Approaches to mathematics to refine our delivery of the refreshed New Zealand Curriculum.
- **Transition Pathways:** We will further develop our partnership with St Ignatius College, including a Year 6 transition plan and shared technology classes.

This Statement of Variance provides the detailed data and analysis supporting these summary points. We remain dedicated to providing an education that honors the unique position of Māori and reflects the cultural diversity of our community.

Audrey Kippen Tumuaiki/Principal



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List of all school board members

Board member names	Date that the board member's term finishes
Nathan Williams (presiding member)	September 2028
Patrick Buckley (deputy presiding member/ bishop's appointee)	September 2028
Nekoda Atiga-Bridger (secretary/ parent representative)	September 2028
Audrey Kippen (principal)	N/A
Candice Jeffrey (staff representative)	September 2028
Chris Butler (bishop's appointee)	September 2028
Nadia Anthony (bishop's appointee)	September 2028
Luke Williams (parent representative)	September 2028
Tina Pakipaki (parent representative)	September 2028
Paige Moki (parent representative)	September 2028



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Statement of Variance 2025

MISSION

Together We Learn, We Pray, We Serve – Me Whakakotahi, Kia Maarama, Kia Pono, Ki Te Karakia

VISION

Developing confident, connected, actively involved, lifelong learners, living in relationship with Christ.

Provision for cultural diversity and recognition of the unique position of Maori

We will develop and implement policies and practices that reflect New Zealand's cultural diversity and the unique position of Maori. The school supports parents requesting instruction in Tikanga and Te Reo Maori for their children, to the extent that existing school staff capabilities and classroom arrangements permit.

OUR STRATEGIC OBJECTIVES: 2024 – 2026

A. Mana/Wairua Tapu B. Whanau C. Tīnana D. Hinengaro E.Matauranga

2025 Annual Implementation Plan Review

Item

Actions

Actual Outcome

A. Mana/Wairua Tapu

To recognise and celebrate the mana/ human dignity of every person in our community, providing authentic opportunities to encounter Jesus Christ.



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<ol style="list-style-type: none"> 1. Staff Formation - staff are strong and established in the faith, with up to date knowledge and skills to deliver the RE Programme and to create an environment that fosters a real encounter with Christ. 2. Developing and supporting our school leaders to be synodal, Spirit-led and mission-focused 3. Student formation - provide systematic formation pathways in the RE Curriculum that enable students to hear the kerygma. Be formed to be a disciple in our faith community and become faith leaders to their peers 4. Partner with St Mary's Parish in parish renewal 5. Increasing presence in 	<ol style="list-style-type: none"> a. Provide staff with regular retreat experiences to hear the kerygma and to develop a personal vision and plan for their own spiritual lives. b. Provide regular opportunities for prayer and participation in the Eucharist for staff. c. Provide regular opportunities for staff to engage in RE PLD in Curriculum Delivery and in the Faith formation/ catechism d. Foster a deep understanding and appreciation of Catholic teachings and traditions e. Provide regular retreat, prayer and spiritual direction opportunities for leadership (principal; DRS; DP; AP) f. Connect with CSYMI (Catholic Schools Youth Ministry International) to provide resources for year 5&6 to enhance their walk with Christ g. Complete the CSYMI 4 phased Junior Ministry model : Retreat (Journey with Jesus) experience; Begin using youth ministry Curriculum pathway resource for year 5 & 6 (Daily Talks with God); 	<p>Our catholic character and our faith permeates all we do.</p> <p>Students are supported in developing a personal relationship with God through praise & worship, reflection and prayer.</p> <p>More than half of our teachers have completed the Having Life to The Full Catholic Sexuality Course with the Auckland Catholic Diocese - this has fostered a deeper understanding and appreciation of Catholic teachings and traditions and the belief that all people carry human dignity - the presence of God in them.</p> <p>Staff attending the Alpha course helped them to reflect on their personal relationships with God. Some staff have also attended the Teachers New to Catholic School course. This was really helpful in supporting teachers with ideas on how to access the curriculum and make prayer time engaging for children.</p> <p>Caritas visit from Justine: Helped refresh our minds about Social Justice and the importance of our school as a mission school.</p> <p>Twilight Retreat: Based on scripture helped to ground us and remind us of our role as catholic teachers to be like Jesus in our words and actions.</p> <p>Students in CSYMI Student Leadership Programme</p>
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<p>our local community through practical acts of mission. This can be measured by setting intentional practical acts of mission targets at the start of the year?</p>	<p>Establish a Junior Youth Ministry Team; Build a connection with the wider parish and local community.</p> <ul style="list-style-type: none"> h. Discuss with the parish priest and council, the possibility of a within school sacramental program which concludes with a first communion within the parish. This may encourage more students to engage with the sacraments before they leave in Year 6 i. Engage more children and staff in parish service j. Encourage staff to be more visible at parish events k. Share parish opportunities with the wider school parent community to support their faith formation l. Identify families away from Church and, with the support of the parish, help them begin a process of "returning home" if they are Catholics. m. Leadership to work in partnership with the parish priest and staff, as well as the RE faculty at Saint 	<p>have shown growth in their spiritual lives and evidenced this in their verbal testimonies and their active participation in mission, prayer opportunities and in leading praise and worship amongst their peers.</p> <p>Enhanced learning focused conversations with whānau in our Talanoa Time sessions and Learning Conferences.</p> <p>This provides student leaders with the opportunity to lead and take special roles in liturgies as well as an opportunity to showcase and share their faith, thereby strengthening their ability to participate in evangelisation.</p> <p>We have developed deeper connections with our parish family and are growing in this relationship, contributing and being functioning, active members of our parish.</p> <p>Developing our evangelistic practice and growing in the faith.</p> <p>Signed up for the Senior Leadership Team to join the RNDM Mission Sisters pilgrimage to walk the steps of our founder Euphrase Barbier in Europe in October 2026 - approved by our Board of Trustees.</p>
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	<p>Ignatius/ Jesuit priests to support student ministry and staff formation</p> <p>n. Connect with St Vincent de Paul Society to support their work</p> <p>o. Involve students in more practical acts of mission in collaboration with the parish.</p> <p>p. Build networks and relationships with local organisations eg. care facilities, ECEs, charitable organisations</p> <p>q. Make more explicit connections with the Mission Sisters and build the relationship with a view of supporting their missions and partnering with them more</p>	
<p>B. Whānau</p>		
<p>1. Strengthen parent community presence on our school site</p>	<p>a. Organise additional cultural festival days: e.g. Diwali, Eid</p> <p>b. Offer another Hauora Evening (held every 2 years) to share information about community support organisations in the community</p> <p>c. Continue to collaborate with</p>	<p>Whānau consultation during curriculum review priorities.-The Board, PTFA, Cultural Groups, Sports Days, Trips, School Picnic, Hui-Digital Citizen, 3 Way Conference, GTT, Book Week , Grandparents Day, Liturgies-Holy Week, School Assembly, Mass, Mission Day.</p> <p>Cyber Safety through a Catholic Lens evening was</p>



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<p>2. Strengthen school community presence at our parish</p> <p>3. Enhance learning focused conversations with whānau to foster meaningful collaboration</p> <p>4. Develop a Year 6 Transition Plan to</p>	<p>sports clubs and organisations to enhance student engagement and sports skill eg. Ardmore Marist attendance at our annual whānau picnic.</p> <p>d. Have an inaugural mass that includes the community at the beginning of the year. (BoY Mass 20 February)</p> <p>e. Share parish events with school community and encourage attendance</p> <p>f. Encourage parents/whānau to connect with the life of the parish through service</p> <p>g. Provide opportunities to serve the parish together with parents, as a school/whānau team</p> <p>h. Build strong relationships with our parish youth group to encourage our Year 6s to attend youth events</p> <p>i. Invite the parish community to our school whānau picnic.</p> <p>j. Provide parents/ whānau with clear, concise and robust learning/ teaching/ reporting information in order to assist them to better support their children's learning</p> <p>k. Share up to date information on curriculum developments and</p>	<p>well attended by parents and staff and good feedback was given.</p> <p>Positive parent participation in events (Grandparents' Day, Assumption Mass, Mission Day Market).</p> <p>Children really enjoy Father visiting in class and the pearls of wisdom he shares.</p> <p>Parish Whanau Hauora Open Day: A great staff turnout and presence of our school families at the Hauora Open Day, bringing the school and parish communities together.</p> <p>Improved communication via newsletters, Seesaw, and faith-community updates.</p> <p>Built RE teaching expertise and knowledge on the staff to enhance religious education and also build further connections with the parish. RE Curriculum development (Tō Tatau Whakapono and Having Life to the Full Course).</p> <p>Shared promotions and extended invitations from the SMYFS (St Mary's Youth Family) to our families. Attend and support each other's events and share resources as appropriate.</p> <ul style="list-style-type: none"> - Transition events have been successfully undertaken in support of St Ignatius enrolments programme. Introductory Open evening hosted at St Mary's school hall. - St Ignatius music teacher supports our school discos as DJ - Principals liaise and are in regular contact
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<p>support transition to intermediate school phase</p>	<p>student progress/ achievement</p> <ol style="list-style-type: none"> I. Provide more regular and consistent opportunities for whānau to provide feedback/suggestions relative to each of our pou on our strategic plan. m. Foster a growing relationship with St Ignatius College to assist with school transition and pathway development. n. Set up SENCo hui to support the transition of our children to their new high schools/ intermediate schools. 	<ul style="list-style-type: none"> - Offer of St Ignatius technology teacher to support tech class for Year 6s once per week in Term 3, 2026. - St Ignatius College provides the venue for the Year 5 Journey with Jesus Retreat - SENCo and transition meetings established for Y6 students moving to Ignatius College Community feedback used to guide the development of our local curriculum School Family Masses have strengthened with high attendance numbers. Termly visits to the church help the children to connect with the parish if they are not regular attendees. Great positive partnership developing with families and community groups, including our parish.
<p>C. Tīnana</p>		
<ol style="list-style-type: none"> 1. Further develop our Healthy Active Learning Curriculum 	<ol style="list-style-type: none"> a. Further develop our Garden to Table programme and its pedagogical delivery b. Create a clear link between what is grown in the garden to table program and what could be eaten at home - share recipes, ideas and/or produce with whānau . c. Promote habits of sustainability and share with whānau d. Continue to collaborate with the Heart Foundation to promote good nutrition values at school and at home 	<p>Foundation Skills sessions timetabled across all classes.</p> <p>Jumping June - Children loved learning new skills and challenging themselves to try something new. All while raising money for charity (mission school).</p> <p>Further developed our Healthy Active Learning Curriculum through upskilling new staff on Harko Brown Maori games and Play PD. These new ideas have inspired us as a team to include more Hauora Moments in our days. We have also strengthened our Playful Learning programme through regular Outdoor Discovery times and Loose Parts play as weather permits.</p> <p>Worship Wednesday - whole school praise and</p>



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<p>2. Promote Road safety and safe use of public spaces</p> <p>3. Work with HAL facilitators to further develop our "Outdoor Classroom" or Outdoor Education programme</p>	<ul style="list-style-type: none"> e. Investigate ways to continue with our Perceptual Motor Skills programme now that we do not have an on site indoor venue to set up permanently. f. Further develop our working relationship with Travelwise (Auckland Transport) to support students to walk and cycle to and from School g. Send regular safety information and promotions to parents h. Establish a Travelwise team which includes staff, students and parents i. Work with staff to integrate our classroom curriculum activities to ensure outdoor opportunities which incorporate learning through nature. j. Leadership to research the effects and value of outdoor education in our setting k. Ensure that all teachers link their outdoor education inquiries to their PGCs eg. How have we utilised nature to promote cross curricular learning for children? Eg orienteering; science, maths; literacy; 'Eye Spy" - letters of the alphabet; juniors - link to literacy; 	<p>worship is very popular, the children are keen to join in and have learnt a bigger repertoire of action songs. They have been able to develop confidence to connect their relationship with Jesus through dance and worship.</p> <p>Travelwise connection reestablished with a new community constable in place.</p> <p>Garden to Table lead teacher and garden and kitchen specialists have been trained.</p> <p>Enviro-warriors group established and supported by our garden specialist once per week.</p> <p>Garden to Table specialists have collaborated with the Heart Foundation facilitators to support students and families to engage with healthy eating practices. Class visits in the New Entrant classes to talk about how the heart works and the difference between fruit and vegetables. We promote good healthy eating practices in class and have incorporated some cooking experiences.</p> <p>Parent hui was held to showcase Garden to Table and Healthy Active School projects and to gain feedback from parents regarding our active curriculum, as well as digital safety in school.</p> <p>Daily physical activities and St Mary's Way lessons linked to PB4L and Zones of Regulation. Healthy-eating and sustainability projects integrated into homework and class work.</p> <p>Our Healthy Active Learning approach to our</p>
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	<p>middles – link to maths; seniors link to science</p> <p>I. Work with property team to develop our site to support outdoor education</p>	<p>curriculum delivery is now established and being embedded across NZC and RE curriculum delivery. We have begun securing funding through various grants to support the development of our school site in order to support our outdoor education priority.</p>
<p>D. Hinengaro</p>		
<p>1. Provide onsite opportunities for children to engage in support and counselling within a catholic worldview.</p> <p>2. Improve student attendance at school</p>	<p>a. Further develop our Seasons for Growth programme</p> <p>b. Connect with community agencies to support student wellbeing and resilience</p> <p>c. Develop a school culture that celebrates success and uniqueness of abilities across the curriculum eg celebrating student success in our newsletters</p> <p>d. Investigate and Implement programmes that teach emotional intelligence and coping strategies that support our catholic setting and values</p> <p>e. Review our attendance policy and procedures to ensure that processes are up to date and relevant to our present communityCollect robust and accurate attendance data and analyse to establish next steps</p> <p>f. Continue to work closely with Attendance officers</p>	<p>Seasons for Growth sessions provided to children with parent support and consent. These sessions are led by our DRS.</p> <p>Parents were invited to provide feedback on our Anti-Bullying Policy and procedure, during our Parent Hui.</p> <p>We have implemented programmes that teach emotional intelligence and coping strategies : Zones of Regulation: We have embedded the Zones across the school to teach emotional intelligence. Circle Time has been introduced across the whole school so that children have opportunities to verbalise issues in a healthy environment and collaborate effectively to solve problems.</p> <p>Kiwi Can lessons embedded weekly to reinforce school values.</p> <p>Development of St Mary's Way lessons to teach positive behaviours and emotional regulation.</p>



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<p>3. Implement peer-led anti-bullying initiatives to foster a safe and inclusive school environment</p> <p>4. Introduce values of growth mindset across the school which align with our school scripture - "I can do all things through Christ who strengthens me"</p>	<ul style="list-style-type: none"> g. Implement new attendance codes and expectations of the Ministry of Education h. Track attendance records across multiple years to establish shifts and/or identify general emerging trends. i. Explore anti bullying organisations like KiVa or others that share our catholic values j. Review the effectiveness of The St Mary's Way (PB4L) programme k. Establish a Peer-support/mediation team by developing student leaders' skills as peer ministers/mediators to support other students who might be struggling with social interaction issues l. Provide development for students on digital tools and responsible online behaviour m. Encourage student-led initiatives and leadership programmes n. Reinforce a culture of positive reinforcement and constructive feedback o. Provide opportunities for students to set and achieve personal goals p. Provide opportunities for students to complete "passion projects" - 	<p>Wellbeing surveys are administered twice a year to help monitor and support students' and staff wellbeing.</p> <p>A broader and more specific focus on the Word of God across all areas of our school has been introduced.</p> <p>A teacher has been trained in Cool Schools Peer Mediation practice through the Peace Foundation. This programme will be integrated into our student ministry programme for 2026.</p> <p>A Digital Safety workshop was held for parents at our annual Parent Hui.</p> <p>Attendance monitoring and follow-up procedures strengthened in line with MOE expectations. STAR Attendance procedures in place. Attendance Management Plan being developed for implementation in Term 1 2026.</p> <p>Held a staff meeting to consult with staff and to share understandings of the requirements of the AMP.</p>
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	<p>working in groups/pairs or individually; with opportunities to display, present, exhibit or perform to share their passions</p>	
<h3>E. Maturanga</h3>		
<p>1. Complete the establishment of; and embed a robust, authentic and engaging local curriculum which integrates all disciplines of learning</p> <p>2. Further develop staff and student agency through focused PLD</p>	<p>a. Integrate structured pedagogy with our integrated approach to our local curriculum</p> <p>b. Complete our Local Curriculum document</p> <p>c. Support staff to maintain high levels of engagement, integration and agency, well supported by a well structured and robust teaching and learning programme</p> <p>d. Improve staff capability in structured literacy and mathematics delivery through developing a strong understanding of the science of learning</p> <p>e. Track what improvements the structured literacy and mathematics program has made through assessment and compare growth trends to previous years.</p> <p>f. Link this outcome to teachers' PGC goals as a "school-wide goal"</p>	<p>Goal sharing hui/ Talanoa Time held in term 1. Completed government funded PLD in Structured Literacy and Mathematics (Science of Learning approach).</p> <p>Collaboration and staff workshop with Del Costello (Coactive Education) to establish a way that we could integrate our active learning approach with structured teaching pedagogy to best serve the educational needs of our ākongā.</p> <p>Introduction of Learning Circles to support teacher inquiry and reflection.</p> <p>T2-Local Curriculum document developed by integration of "Our Story" and Ngāti Tamaoho heritage trip to Maunga and activities at school.</p> <p>Beach Trip</p> <p>Learning Concepts-T1-T4 planned with a student focus.</p> <p>Writers Toolbox introduced and PLD provided - for the senior team.</p> <p>Stepsweb provided to support literacy learning and progress in writing.</p> <p>Banqer - financial literacy support for students introduced across the senior team.</p> <p>Zones of Regulation introduced across the school.</p>



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<p>3. Further establish our special needs/"Wairua" programme</p>	<ul style="list-style-type: none"> g. Finalise and embed goal setting processes for teachers and students, based on next steps for learning h. Embed systems that support goal tracking and celebration of achievements i. Introduce Learning Circles in/across teams to support collaboration and support for teachers inquiry and to engage with up to date research j. Provide focused special needs training and support for Learning Support team k. Renew LATs for key Learning Support Staff l. Investigate ways to establish "Wairua" in a more permanent space. m. Link Wairua programme to students' IEPs, develop individual programmes for these children based on needs identified in their IEPs n. Develop plain language reporting to parents o. Establish processes and policies for this programme eg. Health & Safety 	<p>Phase 1 staff (new entrant staff) complete the Phonics Webinar provided by the Ministry of Education and are able to administer Phonics checks more confidently.</p> <p>Wairua Programme and special education interventions planned and delivered in collaboration with parents, learning support team and outside health and educational support professionals. The programme is managed and overseen by our SENCo and led by a very capable learning assistant with a Limited Authority to Teach, who has been trained in structured literacy. Other key LAs have Limited Authority to teach.</p> <p>PLD is provided to LAs as required, in special education, English language learners, literacy and maths.</p> <p>All LAs have completed the safe restraint online course and have been fully vetted.</p> <p>LAs consult with classroom teachers to be able to best meet the needs of children in their care.</p> <p>Learning journals have been set up for each child so that their learning progress is tracked and recorded.</p> <p>Digital tools viz. Chromebooks are only introduced from year 4 for all children. Digital safety and responsible online behavior is taught during year 3. Students encouraged to lead mission activities - World Vision, Mission Day, Fundraising for Kiribas, Christmas Can Drive, St Vincent De Paul Can Drive, Foster Children support.</p> <p>Student leaders attended the World Vision Students</p>
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		<p>Leadership Conference.</p> <p>Year 5 retreats at the end of each year to support and prepare children for leadership in Year 6.</p> <p>CSYMI Student ministry established and Cool Schools mediation to be introduced in 2026.</p>
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Academic Achievement 2025 and Targets for 2026			
Item	Desired Outcome/Targets	Actual Outcome for 2025	Proposed Targets for 2026
Reading	<p>Maori - 96% at/above CE from 95% in 2024</p> <p>Pasifika - 95% at/above CE from 94% in 2024</p> <p>ALL - 95% at/above CE from 94% in 2024</p>	<p>Maori - 94% at/above CE</p> <p>Pasifika - 80% at/above CE</p> <p>ALL - 90% at/above CE</p>	<p>Maori - 95% at/above CE from 94% in 2025</p> <p>Pasifika - 82% at/above CE from 80% in 2025</p> <p>ALL - 92% at/above CE from 90% in 2025</p>
Writing	<p>Maori - 85% at/above CE from 82% in 2024</p> <p>Pasifika - 75% at/above CE from 70% in 2024</p> <p>ALL - 80% at/above CE from 75% in 2024</p>	<p>Maori - 94% at/above CE</p> <p>Pasifika - 71% at/above CE</p> <p>ALL - 86% at/above CE</p>	<p>Maori - 95% at/above CE from 94% in 2025</p> <p>Pasifika - 75% at/above CE from 71% in 2025</p> <p>ALL - 90% at/above CE from 86% in 2025</p>
Mathematics	<p>Maori - 95% at/above CE from 92% in 2024</p> <p>Pasifika - 85% at/above CE from 82% in 2024</p> <p>ALL - 90% at/above CE from 88% in 2024</p>	<p>Maori - 89% at/above CE</p> <p>Pasifika - 69% at/above CE</p> <p>ALL - 86% at/above CE</p>	<p>Maori - 90% at/above CE from 89% in 2024</p> <p>Pasifika - 75% at/above CE from 69% in 2024</p> <p>ALL - 90% at/above CE from 86% in 2024</p>



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Supporting Data Table - Students AT/ABOVE Curriculum Expectation (CE) - by %

Reading At and Above			Writing At and Above			Mathematics At and Above		
YEAR	END 24	End 25	YEAR	End 24	End 25	YEAR	END 24	End 25
Year 0	100%	100%	Year 0	100%	100%	Year 0	100%	100%
Year 1	100%	100%	Year 1	100%	100%	Year 1	100%	100%
Year 2	100%	95%	Year 2	90%	96%	Year 2	98%	92%
Year 3	93%	84%	Year 3	74%	76%	Year 3	83%	78%
Year 4	81%	86%	Year 4	68%	77%	Year 4	73%	82%
Year 5	85%	77%	Year 5	47%	70%	Year 5	84%	64%
Year 6	95%	84%	Year 6	69%	78%	Year 6	69%	71%
Maori	95%	94%	Maori	82%	94%	Maori	92%	89%
Pasifika	94%	80%	Pasifika	70%	71%	Pasifika	82%	69%
Female	93%	90%	Female	87%	89%	Female	86%	81%
Male	96%	90%	Male	87%	83%	Male	91%	89%
Total	94%	90%	Total	80%	86%	Total	88%	86%



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End of Year Commentary 2025

Reading: Structured literacy introduced in 2024 (Year 0-2) and 2025 (Year 3-6). The impact of the teachers' new learning and change in their approach to teaching and learning in literacy is evident in the reading data. We believe that we will begin seeing an upswing in the achievement and progress data as teachers settle into the more structured approach.

Year 0-3 data has remained stable, except for a drop in Year 2 - 2024 at 100% to 95 at the end of 2025 and year 3 - 2024 at 93% to 84% at the end of 2025. This is our Year 4 cohort for 2026. This is the cohort who did not experience structured literacy and phonological awareness pedagogy. This cohort will be tracked through 2026, as Year 4 teachers have now been trained in structured pedagogy.

Year 4 students are progressing well.

Year 5 - achievement at End 2024 was 85%. At End 2025 - 77%.

Year 6 - achievement at End 2024 was 95%. At End 2025 - 84%

We will be tracking our students in phase 2 (Year 4-6). Teachers in this phase were working through Structured Literacy PLD throughout 2025 and the inconsistency in achievement outcomes could be attributed to the change phase, as teachers settled into the refocused pedagogy.

We have identified that gaps are becoming evident in our 2025 Year 2 cohort who have not completed phonics learning as a foundational aspect of their reading progress. Once all children in Year 0-3 have completed the whole programme, we hope to see gains in their achievement in reading.

Māori children are still excelling in reading.

Writing: Writing in phase 2 has seen the best improvements and has continued to make good gains through the impact of Writer's Toolbox and the StepsWeb programme.

Teachers are tracking student progress and identifying gaps within writing to support with follow up activities to support and scaffold learning.

Our Year 0 - 4 programmes have been impacted by the challenges faced by the new structured literacy resource and the lack of alignment with our assessment expectations, making it challenging for teachers to accurately make teacher judgements. SLT is investigating how we can review this tool and its use in the Year 3 area and are looking at investigating investment into higher level resourcing.



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Māori children have again excelled in writing.
Pacific Children

Mathematics: Structured Mathematics PLD begins in 2026, making mathematics our major curriculum focus area for the year.

Year 3 - 83% at End 2024 - 78% at End 2025. This is a cohort which should benefit quickly from the new pedagogy and support materials in maths, with small gains possible within the year.

Our 2025 Year 4 cohort was identified as a group of concern. They achieved 73% at End 2024 and 82% at the end of 2025. We are pleased that interventions put in place have shown gains.

Year 5 - end of 2025 achieved 64% from 84% at End 2024. This group is identified as our target group for acceleration in Year 6 in 2026. They will be closely monitored as from Term 1 2026. We have identified a range of learning needs in this cohort, as well as a teacher who will need further support to improve their practice.

Pacific achievement had been tracking steadily for the past 2 years. However, there has been a drop in achievement from End 2024 to End 2025 (82% to 69%). Again, attendance could be a contributing factor in this.

General Achievement 2025 :

Things to note:

Attendance impact is clear in our Pacific cohort. With the close tracking and communication with Pacific families through the implementation of our Attendance Management Plan, we are looking forward to an upswing in this data in 2026.

Phonics Checks is the new assessment approach for students at 20 weeks and 40 weeks on schooling. This will potentially impact our Year 0/1 achievement data. We are implementing a process of identifying these students at the 20 week check to be able to accelerate address gaps in their phonics knowledge and then check in again on progress at 40 weeks. Children whose progress has not tracked with their cohort expectation will be supported with further intervention.

SMART Tool - this is the new government initiated assessment tool for all schools. We are beginning this PLD journey and have been allocated 25hrs of professional support to begin implementation. This has potential to impact our 2026 data.

As a result of these assessment changes, our school reports to parents will need to be updated. SLT will work with our



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student management system providers (eTAP) to make adjustments to refresh the reports. This change will be confirmed and implemented as from 2027, aligning with the Ministry of Education timeline of requirements. A Teacher Only Day has been set aside in Term 2 to focus on assessment practice and development.

Structured Literacy – We have noted achievement in reading at 90% against a target of 95% in Reading and 86% against a target of 80% in Writing. We are still seeing the impact of the changes in pedagogy as per Ministry of Education requirements as teachers make adjustments in their practice. The board's investment in Writer's Toolbox and StepsWeb has facilitated gains in writing, particularly in the senior school.

Structured Maths – With the beginning of our Structured Maths PLD and the refresh of the NZC, we expect to see instability in our maths achievement data until refreshed pedagogy begins to make its impact. However, our maths data showed some consistency in achieving 86% against a target of 90%. We are aware that there is likely to be a negative impact on our data due to these changes, however the SLT will closely monitor and will continue investment into this learning area throughout 2026 and 2027. This is initiated through the Ministry of Education funded PLD in Maths, which began with 2 Teacher Only Days on 29 and 30 January and will be followed with 2 more Teacher Only Days focused on mathematics before the end of 2026.

Priority actions for 2026

Pacific children's outcomes are of concern. We will be harnessing and revisiting our cultural competency approaches and also tracking Pacific attendance as our Final Attendance Report shows that in Term 4 of Year 2025, the Pacific ethnic group had the highest proportion of students with chronic absence, with 10% of students at school less than 70% of the time.

The SLT will analyse this information and develop an intervention plan to accelerate the progress of our Pacific children. These children who are not achieving curriculum expectation will be identified as the cohort to be accelerated. This intervention will include engaging with parents and caregivers to support improved attendance and to build capacity for robust learning conversations and goal setting. Teachers will closely track progress and address needs as identified by goals. SLT will closely support and monitor teacher capability as required.



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Statement of compliance with employment policy (required)

Our Board of Trustees continues to be committed to our responsibility as a good employer and aims to provide equal employment opportunities for all staff members, with a staff-wide focus on staff wellbeing. We use a fair appointment process to employ qualified staff members, who support our school values and vision. We use a fair and consistent performance management process for all staff (Professional Growth Cycle), with professional growth and development opportunities to meet the needs of each staff member. We confirm that we continue to comply with the employment agreements, processes and requirements under s597 of the Education and Training Act 2020. All teaching staff have completed their Structured Literacy PLD and are at present working through the maths PLD provided by the Ministry of Education.

Reporting on the principles of being a Good Employer

How have you met your obligations to provide good and safe working conditions?

At St Mary's Papakura, we promote equal employment opportunities (EEO) for all staff as part of our commitment to being a **good employer**. St Mary's Papakura supports the fair and proper treatment of staff members in all aspects of their employment, and we comply with employment legislation and regulations, and all relevant employment agreements. We aim to provide a safe and inclusive environment, and to identify and eliminate causes of inequality in employment at our school.

The principal reports to the board at each board meeting (at least twice per term) on Health, Safety and Wellbeing of staff and students.

The SLT and Health and Safety team ensure that all guidelines regarding fire and safety drill are complied with and recorded.

Prayer and counselling support is provided as required and all staff are aware of this service and how to engage with it.

Calendar events and workload is carefully managed.

Staff wellbeing surveys are conducted twice yearly and issues addressed timeously.



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<p>What is in your equal employment opportunities programme?</p> <p>How have you been fulfilling this programme?</p>	<p><i>To support equal employment opportunities at our school, we have a programme to identify and eliminate processes that contribute to employment inequality. As part of our EEO programme, we:</i></p> <ul style="list-style-type: none"> • <i>appoint appropriately qualified staff through a fair and impartial appointment process</i> • <i>create opportunities for staff to receive information about the programme and provide feedback (e.g. through staff meetings)</i> • <i>explore professional development and training opportunities</i> • <i>monitor the implementation of our programme and report to the board.</i>
<p>How do you practise impartial selection of suitably qualified persons for appointment?</p>	<p><i>Yes. Appointments panels are carefully appointed and we use a point system to support our decisions on which candidate to appoint to vacancies.</i></p>
<p>How are you recognising,</p> <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? 	<p><i>We have an established relationship with Ngati Tamaoho, as well as the Papakura Marae and are guided by the Education Strategy of Ngati tamaoho.</i></p> <p><i>We consult with our parents about our strategic objectives every 3 years and act on the feedback we receive through surveys and whānau hui in order to address the needs and aspirations of our Māori whānau.</i></p> <p><i>Our achievement data shows that our Māori tamariki are</i></p>



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	<p><i>excelling across all areas. Staff professional development in Cultural Competencies has supported this kaupapa.</i></p>
How have you enhanced the abilities of individual employees?	<p><i>Through the PGC cycle we are able to identify professional strengths and needs of each team member. Opportunities are offered to all staff in an equitable way, with individuals encouraged to take on leadership roles or areas of responsibility based on their interests and individual skills.</i></p> <p><i>Team members may self refer to the leadership team if they require further professional support or development, or wish to pursue an interest which will enhance their practice and bring added value to students' learning.</i></p>
How are you recognising the employment requirements of women?	<p><i>We are well grounded in a "family first" ethos. Women's needs are carefully catered for in a mana-enhancing approach. Professional development and opportunities are based on interest, skill, experience and merit, rather than on gender or family status. Women employed by our board are supported and celebrated to be able to excel in their work and home lives.</i></p>
How are you recognising the employment requirements of persons with disabilities?	<p><i>Our inclusivity policy extends not only to students, but to all who serve and contribute or work in our school. All members of the St Mary's whānau are valued and regarded with human dignity as children of God. Our environment is adapted as required to support the physical, emotional and mental needs of all.</i></p>



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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 - via SchoolDocs	
Does your EEO programme/policy include training to raise awareness of issues which may impact EEO?	Yes - through staff meetings and review	
Has your EEO programme/policy appointed someone to coordinate compliance with its requirements?	Yes - the SLT and board appointments panel	
Does your EEO programme/policy provide for regular reporting on compliance with the policy and/or achievements under the policy?	Yes - through our review cycle	
Does your EEO programme/policy set priorities and objectives?	Yes - as stated in the policy	



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Kiwisport funding (required)

Our KiwiSports funding for 2025 was \$5737.96. We were able to utilise this funding to support transport to our Swim for Life lessons for all children from Year 4 to Year 6. This funding also supported our Athletics and Cross Country events, being able to provide resources needed so that we could move from the expense of hiring and transporting to our local community venue, to be able to host the event on our school site eg. line marking and track preparation as well as athletics apparatus.

Report on other special and contestable funding (may be necessary)

N/A

Financial statements (attached)

Sincerely,

Audrey Kippen
Tumuaki/Principal