

# St Pius X Catholic School Board of Trustees Plan of Action for Year 2024

## Strategic Goal 1: Catholic Character- To nurture and foster a love of God

Goal	Core Strategies/Targets	Outcomes
St Pius X is a Catholic School where all students and teachers are given opportunities to engage and find success within this Catholic environment	<ul style="list-style-type: none"> <li>To take advantage of teacher development opportunities when offered</li> <li>DRS to attend DRS days provided through Catholic Education office and principal to attend Catholic principal conferences</li> <li>Attend the Catholic Education conference in Wellington with the Principal, DRS and if possible other members.</li> <li>Encourage staff to complete qualifications or attend Catholic courses.</li> </ul>	<p>Five staff completed papers working towards gaining their Diploma in Religious Education. The RE course budget was underused this year, however we will look into completing a paper as a staff if possible next year, as well as having a number of new staff to Catholic schools that will need induction papers. Budget will be maintained.</p> <p>DRS attended DRS days through the year as well as hosting a DRS meeting around the new curriculum.</p> <p>Principal, DRS and tagged teacher attended the Catholic Education conference in Wellington.</p>
	<ul style="list-style-type: none"> <li>Ensure that provision is made for RE resources</li> </ul>	RE Resources Budget \$664 underspent. We will however need to resource the new curriculum and new classes in 2025 with roll growth. Budget is maintained
	<ul style="list-style-type: none"> <li>Ensure statutory requirement for Catholic Character is completed by 31<sup>st</sup> March</li> <li>Proprietors Report is sent to Bishop</li> </ul>	Completed by Proprietor rep on board and Principal

	<ul style="list-style-type: none"> <li>• Ensure every student has the opportunity to celebrate and participate in the Sacraments and Catholic traditions of the Church through regular school Masses and Liturgies</li> <li>• Work with and supply resources to the parish sacramental coordinator</li> </ul>	<p>Opportunity for Masses and liturgies have been scheduled. The whole school participates in Parish Mass throughout the year. Major Feasts, seasons and days of obligation have been celebrated as a community</p> <p>Parish coordinates the Sacramental Education course- they use the school facilities to complete this.</p>
--	---	--

## Strategic Goal 2: Students Learning

- To promote Literacy and Numeracy
- To communicate effectively

Goals	Core Strategies/Targets	Outcomes
All students are able to access The New Zealand Curriculum.	<ul style="list-style-type: none"> <li>• Ensure all teachers have the skills and resources to meet the learning needs of their students.</li> <li>• Support “in-school” teacher to lead learning through the Kahui Ako</li> <li>• Deputy Principal released to oversee the implementation of the new curriculum</li> <li>• Data gathered, mid-year and end of year. Data analysed and presented to the Board of Trustees. Twice a year.</li> </ul>	<p>Teaching to the North East has continued to be developed. Continued costs mainly include the use of Temi to record the lessons. (\$82.22)</p> <p>Year 0-6 Staff took part in PLD for Numicon and this began to be implemented across the Year 0-6 cohort- resourcing for this went over budget for Maths by (\$6244)</p> <p>Two more junior teachers achieved the micro credential for Better Start Literacy programme through Canterbury University.</p> <p>DP release was managed through staffing.</p>

		Board received two data reports mid-year and end of year.
	<ul style="list-style-type: none"> <li>• ORS (special needs) students and English second language students are part funded.</li> <li>• Teacher aides are given professional development if available.</li> <li>• Students identified as performing below expectations are given every opportunity to experience success through programmes and other extra help, internal and external</li> <li>• Year 7 group to be targeted in reading, writing, maths</li> <li>• Curriculum focus will be writing aiming for 80 to 85% of students reaching their curriculum level, and an increase in the students achieving above their level.</li> </ul>	<p>Funding for teacher aides is through ESOL funding and Special needs, the Board supplements the rest through the operations grant.</p> <p>For students identified as performing below expectation the following agencies were accessed</p> <ul style="list-style-type: none"> <li>• SLT (speech language therapy) through the Ministry of Education</li> <li>• Learning processing - through the Ministry of Education</li> <li>• RTLB (resource teacher of learning behaviour)</li> <li>• ICS (in class support 1-1) - through RTLB</li> <li>• RDA - Riding for the Disabled</li> <li>• CDC - Child Development Centre</li> <li>• Nga Ringa Awhina</li> <li>• Catholic Social Services</li> <li>• Tuu Oho Mai Services</li> </ul> <p>Many of the applications were successful thanks to the hard work of the Senco/DP</p> <p>Year 7 Target group results show individual and personalised progress for the students.</p> <p>This group will continue to be a target for 2025 especially focused on transitioning for success to highschool</p>

		More detail for achievement data is in the end of year data report.
	<ul style="list-style-type: none"> <li>Continue with IT up-grade</li> </ul>	<p>New chromebooks and ipads purchased. Classes from Year 4 have 1:1 devices. The ipads are replacement devices for old devices, as well as setting up new classes at school.</p> <p>Ruckus Switch over to be completed at the beginning of 2025.</p>

### Strategic Goal 3: Student Engagement

- To develop skills, values and attitudes that will help our people be good citizens

- To respect all cultures

Goals	Core Strategies/Targets	Outcomes
Students will acknowledge the bi-cultural nature of New Zealand	<ul style="list-style-type: none"> <li>Create an environment where our Maori students experience success as Maori</li> <li>Progress information is given to parents</li> </ul>	<p>Kapa Haka and a cultural group continue with support from the community. We have invested in Kapa Haka online to upskill teacher's confidence in sharing kapa haka and Te Reo in the classroom.</p> <p>Parents informed of students progress 1:1</p>
All cultures within the school are confident in their own culture as well as being immersed in the St Pius culture	<ul style="list-style-type: none"> <li>Continue to look at ways to engage our families and celebrate their culture, e.g. cultural night which has been successful</li> <li>Continue with a strong ESOL programme.</li> </ul>	<p>A successful cultural night with food and entertainment with great involvement from the school community with food and cultural items.</p> <p>Over 90 students involved in ESOL had to be divided into two halves of the year to enable students to have quality time with teacher aides.</p>

Develop good work habits including good attendance	<ul style="list-style-type: none"> <li>Students are given the opportunity to express their view and take responsibility for their actions.</li> <li>Create an environment where it is safe to take risks in learning and children want to come to school.</li> <li>School attendance will be at least 90%</li> </ul>	<p>Senior students are given leadership opportunities throughout the year from taking junior children to Mass to organising sports and house activities.</p> <p>Classroom environments are inviting, school outdoor activities have a balance of fun and challenge.</p> <p>School attendance continues to be a goal with a large number of absences due to overseas travel in our multicultural school and years of messaging around illness.</p>
--	--	---

**Strategic Goal 4 School Organisation and Structure:**  
**-To provide a safe and challenging environment**

Goals	Core Strategies	Outcomes
Physical environment is attractive and safe	<ul style="list-style-type: none"> <li>10 hours for caretaker 1 hour Monday to Thurs and all day Friday for rubbish and general tidy up of grounds</li> <li>Continue to pay on a casual basis the person to keep the gardens tidy usually once a term.</li> </ul>	<p>This has continued to work well this year, however with the growth of the school the Board will need to look at increasing the hours for a caretaker.</p> <p>We are fortunate to continue with our gardener.</p> <p>The gully restoration project continues and the complete budget of \$2000 was used. The focus was on weeds, accessible pathways and removal of plants that were damaging the fence.</p>
Policies and practices are up to date and focused on student success	<ul style="list-style-type: none"> <li>Health and safety policies and procedures are reviewed regularly</li> <li>When available attend information courses for Boards and staff on the National Education and learning priorities and the curriculum.</li> </ul>	<p>All policies are reviewed at Board Meetings using the triennial plan.</p>

	<ul style="list-style-type: none"> <li>● Begin to implement them into school planning and programmes</li> </ul>	
Children are given opportunities and experiences outside the classroom	<ul style="list-style-type: none"> <li>● Children would have been given opportunities to take part in sporting and cultural events. Most paid by the donation scheme and Kiwisport</li> <li>● Dance and swimming offered</li> <li>● Involvement in Outdoor Ed week Term 4 Y1-6</li> <li>● School camp Y7&amp;8</li> </ul>	<p>Our students took part in sporting events, tournaments, and other inter school events.</p> <p>Footstep went ahead in term one, (\$8500) and Swimming in term 4 (\$7000).</p> <p>School camp was at Karapiro for 2 nights and 3 days. The junior school went to the zoo and the Middle school camped overnight on school grounds as well as visiting the Swing bridge and farm. .</p>

## Strategic Goal 5: Personnel

**- To deliver teaching that meets the needs of our children and promotes excellence**

**- To communicate effectively**

Goal	Core Strategies/Targets	Outcomes
Teachers are given opportunities to develop their practice to enhance and develop the skills of their learners	<ul style="list-style-type: none"> <li>● Continue with Kahui Ako PLD, support teachers who have qualified as Mentoring tutors through Relationship based learning, working with the rest of the staff</li> <li>● Support given to junior teachers to complete their BSL training</li> <li>● Support 'in school' leader implementing goals in relation to our strategic goal and the Kahui Ako</li> </ul>	<p>All teachers and teacher aides took part in the Professional development that was made available to them.</p> <p>Teachers were encouraged to take part in other professional development that would enhance their teaching or well-being was available for those who requested it.</p>

	<ul style="list-style-type: none"> <li>Support and engage with PLD for Numicon in Years 0-5</li> </ul>	Appraisal is incorporated into our teaching to the NE philosophy. Which includes observations and reflection and sharing findings.
Communication and parent engagement is valued and encouraged	<ul style="list-style-type: none"> <li>Regular newsletter</li> <li>Updates on facebook</li> <li>Seesaw</li> <li>Parent interviews</li> <li>Written reports twice a year</li> </ul>	Newsletter goes out every week and is sent out digitally through email, school loop, seesaw and the web-site. We had two interviews for parents this year. And reports were sent out mid-year and at the end of the year. Individual classes managed Seesaw for their learners

## Strategic Goal 6: Property

### -To provide a safe and challenging environment

Goal	Core Strategies	Outcomes
Physical environment is attractive and safe	<ul style="list-style-type: none"> <li>Grounds and buildings are maintained to a high standard</li> <li>Employ groundsman every afternoon to keep grounds tidy</li> </ul>	<p>Grounds and environs well maintained.</p> <p>As already stated, more hours might need to be considered for caretaking as the school grows.</p> <p>Other areas such as cleaning and mowing are outsourced Crewcare for cleaning and McCanns for mowing.</p>

	<ul style="list-style-type: none"> <li>• Work with Catholic Property services in planning for the new buildings needed to accommodate the ceiling increase. As well as creating a long term maintenance plan</li> </ul>	Stage one of the new building project has been completed in January 2024. We have begun Stage 2 of the project which is due for completion in July 2025.
--	---	--

## Statement on how the school gives effect to the Treaty of Waitangi

The school gives effect to the treaty of Waitangi in a number of ways. We have reviewed our plans, policy and curriculum to ensure they reflect and show tikanga Māori, mātauranga Māori and te ao Māori. We connected with Whanau to support Kapa Haka and have engaged in online resources for continued development. We continue to target our teaching and learning to ensure success for all including Māori students using a relational approach based on teaching to the North East by Russel Bishop. We continue to develop our understanding and knowledge of local histories with an emphasis on our Catholic character and tangata whenua. We are currently looking for a liaison or touchstone person to lead us on a more indepth journey.

### Kiwi Sport – Budget      \$3398

Sport equipment	\$427.66
JumpJam competition	\$1126.10
DIRECT GROUP Basketball Singlets	\$360
Swimming	\$1043

Underspent \$441



## End of Year Achievement and Comparison Data Board Report December 2024

### Pānui/Reading End Year Data 2024

82% of our learners are at or above the expected reading level at the end of the year. This is a shift of 4% from mid year. We have exceeded our Goal for the end of the year by 2%. It is now our highest level of achievement

78% of boys are achieving at or above compared to 84% of girls. Both have experienced shifts with greater numbers achieving at the expected level. There has been an overall positive shift across all year levels and ethnicities.

Our Year 2 and Year 7 cohort are areas of concern with over 25% not achieving at the expected level for the end of year. Our Year 2 cohort is the largest in the school. We have identified that within that cohort were students miss classified meaning they had 4-6 months less schooling than their peers. We have reclassified these learners for next year, we expect this to change the results as these students are achieving at an expected Year 1 level. We have 2 learners Well below at the end of the Year. Both students have supports and interventions in place.

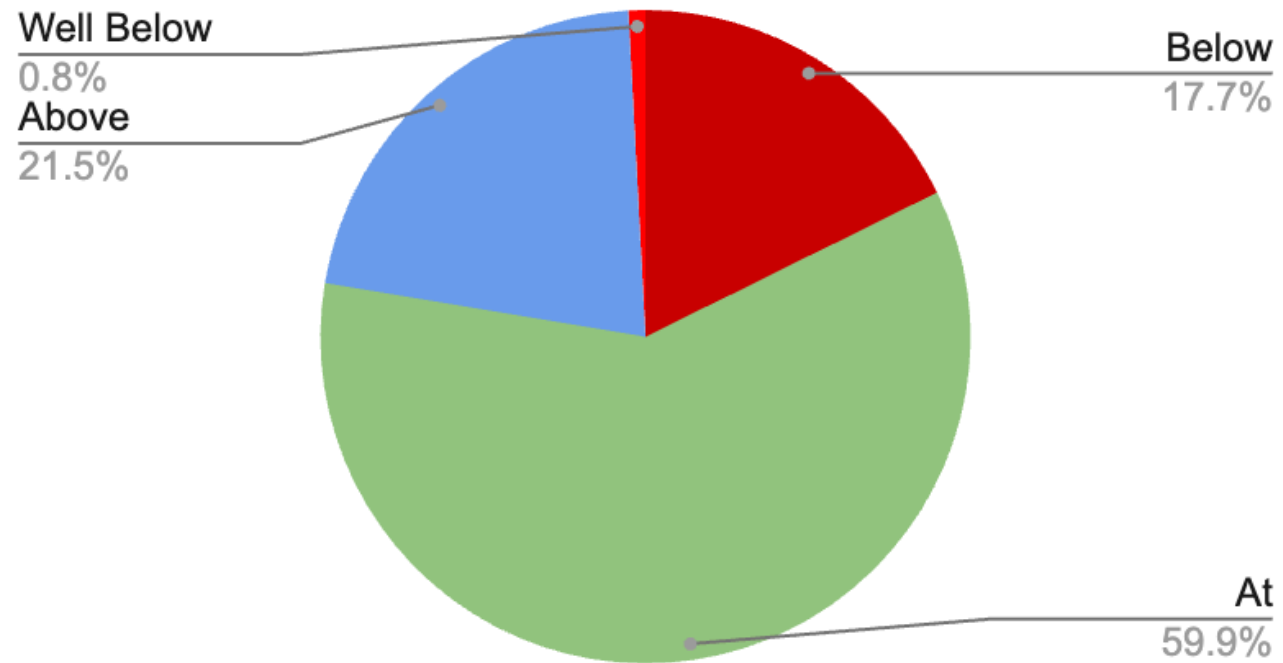
The Year 7 group has more students achieving 'at' the end of year than mid year. We have had a number of interventions working with these learners this year including RTLB, teacher aide support and small group interventions. We can see progress within the curriculum bands which is not reelected in this data reporting. These learners have all made progress across the year.

	Well Below		Below		At		Above		Total
	Number	%	Number	%	Number	%	Number	%	Number
Whole school Mid Year	-	-	48	22%	113	51%	59	27%	220
Whole school End Year	2	0.8%	42	17%	142	60%	51	22%	237
Male Mid Year	-	-	28	25%	59	53%	25	22%	112
Male End Year	1	1%	25	21%	73	60%	22	18%	121
Female Mid Year	-	-	20	19%	54	50%	34	31%	108
Female End Year	1	1%	17	5%	69	59%	29	25%	116

	Well Below		Below		At		Above		Total
	Number	%	Number	%	Number	%	Number	%	Number
NZ European	-	-	7	24%	16	55%	6	21%	29
Maori	-	-	6	32%	8	42%	5	26%	19
Pasifika	1	14%	-	-	4	57%	2	29%	7
Indian	-	-	24	21%	72	63%	19	17%	115
Filipino	-	-	4	7%	38	64%	17	29%	55
MELAA	-	-	1	25%	2	50%	1	25%	4
Other	1	25%	-	-	2	50%	1	25%	4
	Well Below		Below		At		Above		Total
Yr 0	-	-	2	9%	17	77%	3	14%	22
Yr 1	-	-	6	17%	29	83%	-	-	35
Yr 2	-	-	10	28%	23	64%	3	8%	36
Yr 3	1	4%	4	15%	3	11%	19	70%	27
Yr 4	1	3%	5	16%	21	68%	4	13%	31
Yr 5	-	-	-	-	20	83%	4	17%	24
Yr 6	-	-	4	17%	14	58%	6	25%	24
Yr 7	-	-	9	50%	8	44%	1	6%	18

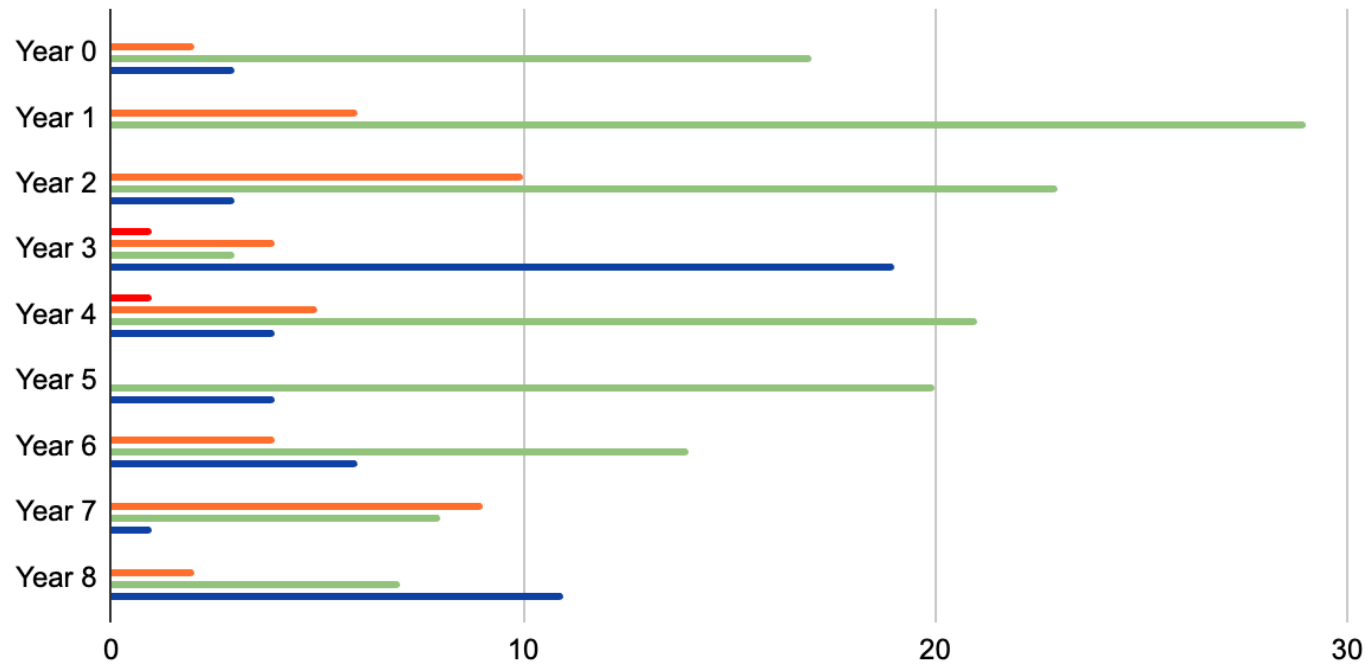
Yr 8	-	-	2	10%	7	35%	11	55%	20
------	---	---	---	-----	---	-----	----	-----	----

## Reading data Whole School



## Reading End Year Data

Well Below Below At Above



Tuhituhi / Writing End Year Data 2024

Note: There is an extra student counted in the Writing data set- the writing data set is out of 238 not 237.

74% of our learners are at or above the expected curriculum level in writing at the end of the year. A 4% shift improvement. We just didn't reach our goal of 75%.

This is the area of learning with the lowest achievement rate.

We have Four students well below in this area of learning. This means they are 2 curriculum levels below expected achievement. We are aware of these learners and have action plans and interventions in place including RTLB support and whanau engagement.

Boys have 70% of learners at or above expectation in comparison to Girls with 79% of achievement at or above.

Our Maori learners have made a shift with 42% below expectation an increase of 8% from mid-year. NZ European have also made a similar improvement.

There has been a significant shift in the Year 4 and 5 learners from mid-year. These classes were using a programme called writing legends to see if there is impact in writing. There was a significant measurable impact. This program comes at a high subscription cost but may have to be something further investigated next year.

Our Year 7 cohort has 29% of their learners at expectation and no one is above expectation at this level. This is the same as Mid year. These learners have made progress within their curriculum level that is not reflected in this data.

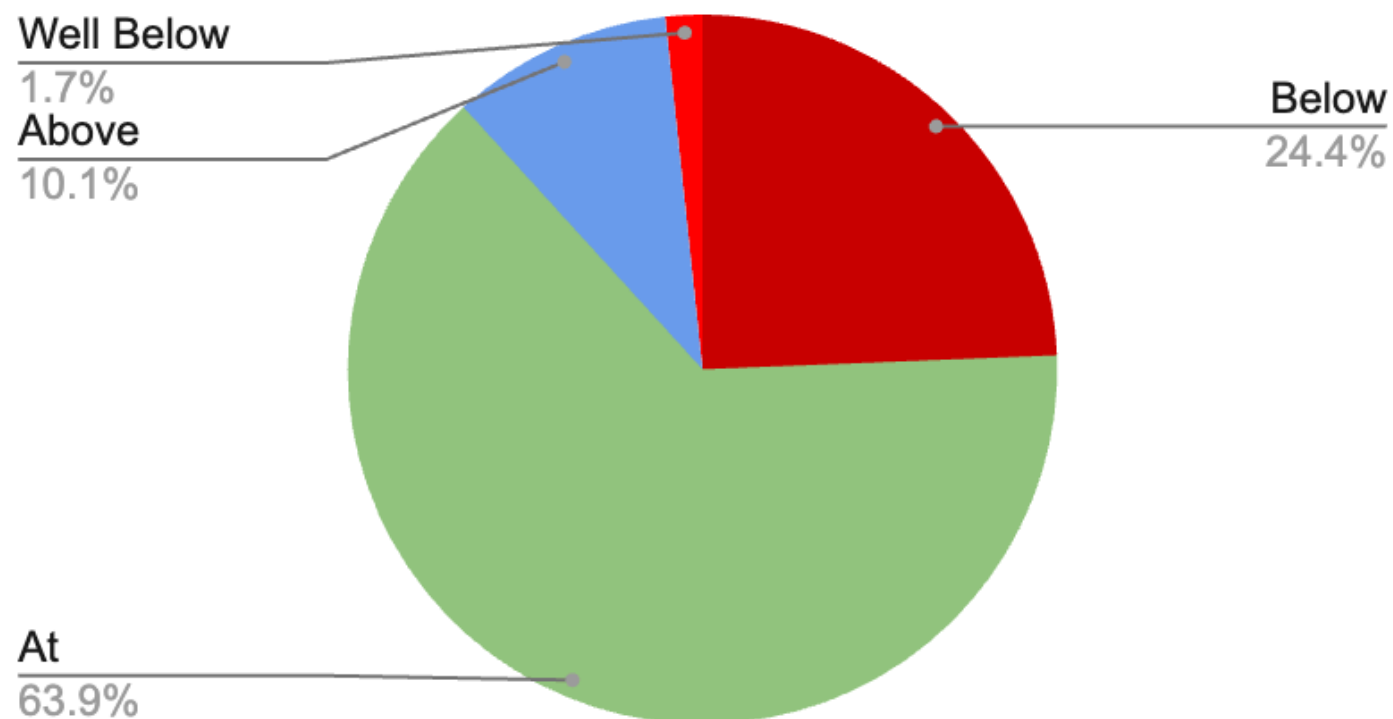
Our Year 2 and 3 cohorts stand out with 30% and 37% below expectation at the end of year. These are slight shifts down in achievement for these levels from the mid year OTJ's. We will need to target support here next year. Our Year 6 co-hort has made a slight positive shift from mid year but will remain a target 2025.

	Well Below		Below		At		Above		Total
	Number	%	Number	%	Number	%	Number	%	Number
Whole school mid year	2	-	65	30%	136	62%	18	8%	220
Whole school end of year	4	2%	58	24%	152	64%	24	10%	238
Male Mid Year	1	-	37	33%	63	56%	11	10%	112
Male End Year	2	2%	35	29%	79	65%	6	5%	122
Female Mid Year	1	-	28	26%	66	61%	13	12%	108
Female End Year	2	2%	23	20%	73	63%	18	16%	

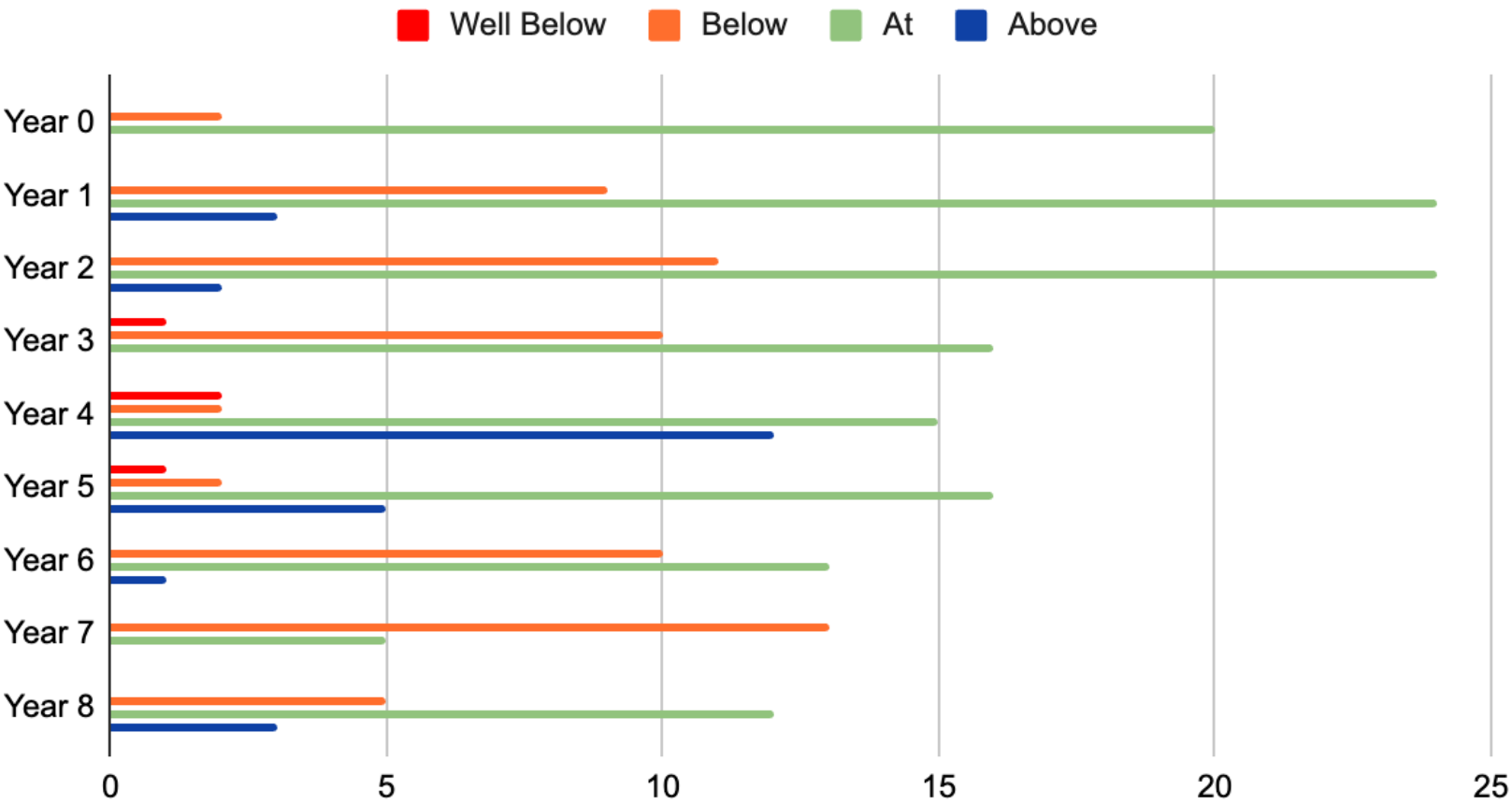
	Well Below		Below		At		Above		Total
	Number	%	Number	%	Number	%	Number	%	Number
NZ European	-	-	11	37%	16	53%	3	10%	30
Maori	1	5%	7	37%	7	37%	4	21%	19
Pasifika	1	14%	1	14%	5	71%	1	14%	7
Indian	1	1%	29	25%	79	69%	6	5%	115
Filipino	-	-	10	17%	39	66%	10	17%	59
MELAA	-	-	1	25%	3	75%	-	-	4
Other	1	25%	-	-	3	75%	-	-	4
	Well below		Below		At		Above		Total
Yr 0	-	-	2	9	20	91%	-	-	22
Yr 1	-	-	3	9%	31	89%	1	3%	35
Yr 2	-	-	11	30%	24	65%	2	5%	37
Yr 3	1	4%	10	37%	16	59%	-	-	27
Yr 4	2	6%	2	6%	15	48%	12	39%	31
Yr 5	1	4%	2	8%	16	67%	5	21%	24
Yr 6	-	-	10	42%	13	54%	1	4%	24

Yr 7	-	-	13	72%	5	29%	-	-	18
Yr 8	-	-	5	25%	12	60%	3	15%	20

## Writing data Whole School



# Writing End Year Data





Pāngarau / Maths End Year Data 2024	
-------------------------------------	--

We achieved our mid year goal with 75% of learners achieving at or above in Maths

This is the highest level of curriculum achievement for our boys with 81% at or above expectation. In comparison 71% of girls are at or above expectation.

68% of our Maori learners are now at or above expectation for Maths.

Our Year 4 cohort was 47% below expectations mid year. They now have 35% below expectation. There has been a shift but we will need to look at specific supports for these learners especially with the new curriculum in 2025.

Our Year 7 cohort has 72% achieving below expectation. We will continue with our intensive supports for these learners that allow progress within their band of achievement.

Our schools PLD around numicon has upskilled our teachers and their confidence in being able to implement the refreshed curriculum in 2025.

We have made the least impact in Maths as a curriculum focus this year. To note is that we were trialing Numicon but having to assess with tools designed for Numeracy focused outcomes. With the refresh next year and assessment specifically designed for this we should see impact from the teaching.

	Well below		Below		At		Above		Total
	Number	%	Number	%	Number	%	Number	%	Number
Whole school Mid Year	1	-	54	25%	130	59%	34	15%	220
Whole School End Year	2	-	56	23%	156	66%	23	9%	237
Male Mid Year	-	-	25	22%	61	54%	26	23%	112
Male End Year			24	20%	77	64%	20	17%	121
Female Mid Year	1	-	30	28%	69	64%	8	7%	108
Female End of Year	2	2%	32	28%	79	68%	3	3%	116

	Well below		Below		At		Above		Total
	Number	%	Number	%	Number	%	Number	%	Number
NZ European	-	-	11	38%	17	59%	1	3%	29
Maori	1	5%	4	21%	13	68%	1	5%	19
Pasifika	1	14%	1	14%	3	43%	2	29%	7
Indian	-	-	30	26%	73	63%	12	10%	115
Filipino	-	-	7	12%	45	76%	7	12%	59
MELAA	-	-	2	50%	2	50%	-	-	4
Other	-	-	1	25%	3	75%	-	-	4
	Well below		Below		At		Above		Total
Yr 0	-	-	2	9%	20	91%%	-	-	22
Yr 1	1	3%	2	6%	30	86%	2	6%	35
Yr 2	-	-	8	22%	22	61%	6	17%	36
Yr 3	-	-	6	22%	16	59%	5	19%	27
Yr 4	1	3%	10	32%	19	61%	1	3%	31
Yr 5	-	-	5	21%	18	75%	1	4%	24
Yr 6	-	-	5	21%	16	67%	3	13%	24

Yr 7	-	-	13	72%	5	28%	-	-	18
Yr 8	-	-	5	25%	10	50%	5	25%	20

## Math data Whole School

Well Below

0.8%

Above

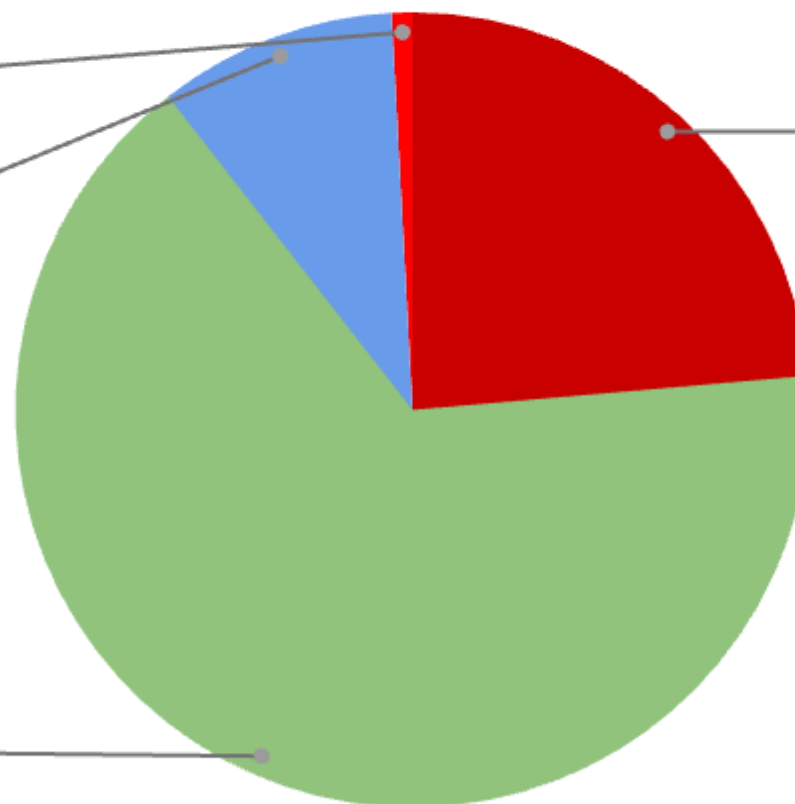
9.7%

Below

23.6%

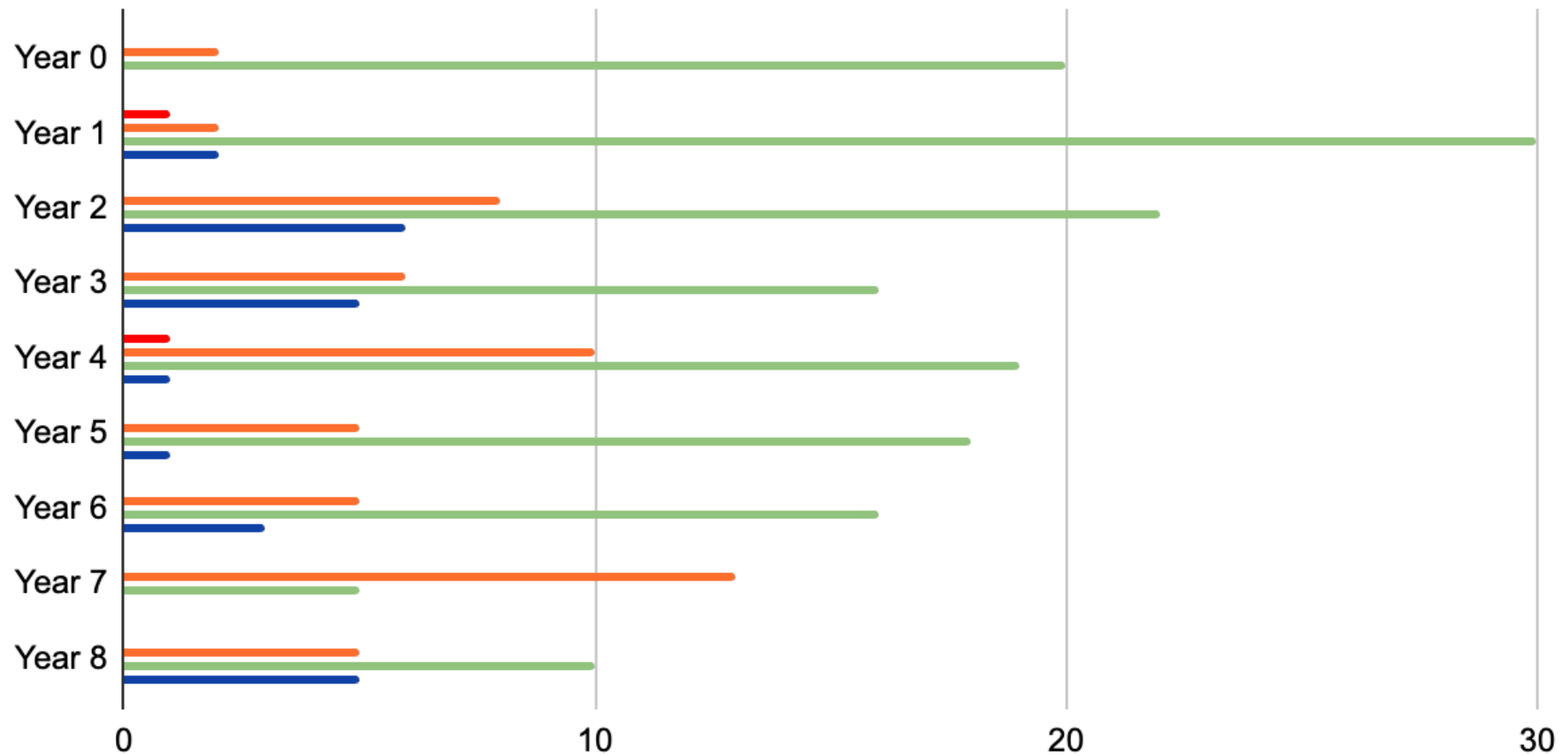
At

65.8%



## Maths End Year Data

Well Below Below At Above



## **Summary**

Overall, progress has been made by our students including those working below which the data does not show.

Areas to note our Year 4 cohort for Maths needs to be closely monitored and interventions explicitly started from the beginning of the year to address need in Mathematics.

The writing programme in Year 4/5 made a significant impact on learning as evidenced by the data. We currently have not budgeted to continue or expand this programme but it is something that should be explored.

We also need to look at the Year 2 reading cohort. They made little progress over the second half of the year. This maybe due to coming off the BSLA programme and being assessed against non-structured literacy based reading tools but should be monitored to see progress next year.

## **Statement of compliance with employment policy**

### *St Pius X School*

At St Pius X, we recognise the importance of the Board fulfilling its role as a Good Employer. To support this, the Board maintains and follows a clear Employment Policy, which is readily accessible to all staff. This policy underpins all employment-related decisions and supports our broader commitment to health, safety, and wellbeing within the school.

We operate a transparent and accessible Health and Safety Register, where staff can record any concerns. This register is regularly reviewed and forms a key component of the Principal's report to the Board, ensuring that all issues are addressed in a timely and accountable manner.

Our recruitment processes are guided by the principles of fairness, transparency, and integrity. All positions are advertised appropriately, and a fair selection process is followed. Appointment committees are established for each role and are involved at every stage—from shortlisting to interviews and final offer. Committee members may recuse themselves where appropriate to maintain objectivity and avoid conflicts of interest.

We are committed to valuing and supporting our employees. We allocate a dedicated budget for professional development and implement a robust appraisal and inquiry process. This model allows staff to set goals, reflect on practice, and identify areas for growth, with active support from school leadership and the Board.