



St Brigid's School Annual Plan



St. Brigid's School in Tainui, Dunedin, is a Catholic Integrated Primary school for children in Year 1-6. Our goal is to nurture our community's faith. Gospel and Mercy Values are at the heart of our school, shaping our values and practices.

Our focus extends to fostering respect for others, cultivating strong relationships, and guiding our community to live by the teachings of Jesus. Our school crest message, "Let your light shine," is reflective of how we strive to create a supportive environment where every learner has the opportunity to shine. This has led to our School Motto "St Brigid's School - Lighting the way for all to shine."

1. Statement of variance.
2. Evaluation of the school's students' progress and achievement.
3. Statement of compliance with employment policy.
4. Statement of KiwiSport funding.
5. Annual financial statements.



St Brigid's Statement of variance: Strategic Goals and Progress against targets

In 2025, the school implemented a range of strategies to support student learning and accelerate progress. End-of-Year data was used to identify learning needs and inform targeted interventions. The Targeted Learning Register was updated with clear goals for priority learners, and baseline data collected in Term 1 helped teachers plan support programmes. Staff engaged in professional learning, including regular PLD and curriculum-focused teacher-only days for Maths and English. School-wide progression rubrics were developed and reviewed to ensure consistency in teaching and learning, supported by regular moderation and Assessment for Learning practices. Small-group interventions, teacher aide support, and RTLB involvement ensured priority learners received tailored support. Collaborative practices, including team coaching, classroom observations, and staff meetings, strengthened teaching effectiveness and aligned school-wide expectations, contributing to measurable improvements in Reading, Writing, and Maths outcomes. We have seen some good achievements, improvements and the release of another curriculum

Strategic Goal 1: Enriching Faith – Strengthen Parish/School Relationships

Throughout 2025, St Brigid's School continues to strengthen its Catholic character and parish partnership through rich liturgical experiences, and strong pastoral care. To Tātou Whakapono learning packs were implemented school-wide, with staff supported through DRS-led PLD and collaborative planning. Teachers reported increased confidence and consistency in delivering the RE curriculum, supported by improved assessment practices and reporting to the Board from Term 2.

Regular liturgies, fortnightly school Masses, combined parish Masses with St Bernadette's, and sacramental programmes provided authentic opportunities for children and families to grow in faith. Attendance at school Masses increased, including strong involvement from new families, helping to build a sense of belonging and community. Community events such as the Welcome Picnic, School Disco, Rosary at assemblies and weekly in October November with parishioners, As well as pastoral care support (meals, uniforms, stationery, check-ins) further strengthened whānau wellbeing and parish connections.

PB4L Tier 2 training with the Ministry enhanced the values-based culture of the school. A co-constructed PB4L values poster, awards, and targeted support for identified students contributed to a positive learning environment with very few behaviour concerns. Staff used regular data, coaching, and reflection to ensure consistent school-wide practices. The school's charism continues to be lived and articulated by students, and feedback from families affirmed the warm, welcoming culture and strong faith focus.

Strategic Goal 1: Enriching Fatih

Actions:	What did we achieve? <i>What were the outcomes of our actions?</i> <i>What impact did our actions have?</i>	Evidence <i>This is the sources of information the board used to determine those outcomes.</i>	Reasons for any differences (variances) between the target and the outcomes	Planning for next year – where to next?
Implemented Tō Tātou Whakapono learning packs school-wide, providing consistent, structured RE teaching across all year levels.	Greater consistency and confidence in RE teaching across the school. Students demonstrated a deeper understanding of Catholic identity and values	Teacher feedback and PLD evaluations RE planning, assessment records, and learning samples	Consistency in assessment is still being developing, as we work to explore and understand the new curriculum	Continue to embed Tō Tātou Whakapono and ensure all teachers are confident with planning, teaching, and assessment.
Teachers participated in DRS-led PLD and collaborative planning, building shared understanding of the refreshed RE curriculum	Teachers reported a clearer understanding of expectations for planning, assessment, and delivery of RE.	Teachers are confident in teaching and using assessment. Regular guidance from the DRS	Regular support from DRS in staff meetings and guidance in Assessment led to good discussion and understanding	Provide ongoing DRS-led PLD, with a focus on deepening teacher theological knowledge.
Teachers engaged in RE assessment practices and reported to the Board on Catholic character development.	Teachers reported a clearer understanding of expectations, assessment, and delivery of RE.	Teachers Reports RE Assessment to the board in Term 2.3 and 4		Focus to follow School RE Assessment overview guided by our DRS Review and Evaluate school progress
Maintained strong pastoral care systems, ensuring students and families were supported.	Families experienced strengthened pastoral support, contributing to a positive school culture.	Community feedback, Board Reporting and pastoral care support	Pastoral care systems in our school have been reviewed with our PB4L Community feedback	Ensure pastoral care systems remain responsive, with continued communication between school, parish, and families.

Strengthened parish partnerships through regular liturgical celebrations, whole-school Masses, class liturgies, and increased student involvement.	Stronger, more visible parish/school connections, with improved communication and increased participation.	DRS reports and Board reports Student participation records (liturgies, Masses, service activities) Observations from parish leaders and school leadership PB4L	Student engagement in liturgical activities exceeded expectations, with high levels of participation.	Review targets and include any unmet 2025 actions in the 2026 Implementation Plan. Expand opportunities for parish collaboration, including shared events, student leadership, and whānau engagement. Monthly Reflection question for school and community
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Strategic Goal 2 Engaging Whānau

St Brigid's School continued to strengthen cultural capabilities, promote inclusive practices, and support student wellbeing through a range of initiatives in 2025. Te Reo Māori and tikanga are integrated across classrooms, with fortnightly Kapa Haka, Māori karakia, and cultural activities. Our Principal together with our Cultural leaders support staff and families in planning and delivering initiatives such as Indian, Pasifika, Filipino huis, Trinity role model day, and Matariki celebrations and school wide celebrations. Children and whānau were actively involved in cultural events, enhancing a sense of belonging and identity.

Healthy active learning was promoted through regular PE lessons, collaboration with Sport Otago, The Andy Bay Tennis Club, Basketball Otago as well as playground painting upgrades, and *Tuakana-teina* leadership activities. These provided opportunities for students to engage in physical activity, leadership, and teamwork. ELL learners received targeted support, including bilingual assistance and assessment, ensuring equitable learning access. Pastoral care, family engagement and community consultations strengthened connections with whānau and supported attendance and participation across the school. Hui for Indian Communities and talanoa were well received

Strategic Goal 2 : Engaging Whānau

Actions:	What did we achieve? <i>What were the outcomes of our actions?</i> <i>What impact did our actions have?</i>	Evidence <i>This is the sources of information the board used to determine those outcomes.</i>	Reasons for any differences (variances) between the target and the outcomes	Planning for next year – where to next?
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Strengthened attendance monitoring and follow-up processes, with early communication and support for families requiring assistance.	Created Attendance management plan Improved attendance awareness among families, though some attendance challenges remained.	More consistent attendance follow-up, leading to improved attendance for some students, though challenges persist for some whānau.	Attendance data and monitoring records Management plan in draft and monitored	Review and Strengthen attendance strategies , including early intervention, targeted support, and collaboration with external agencies..
Held school-wide events that encouraged whānau participation (Masses, learning celebrations, cultural events, and parent information evenings).	Regular family nights saw high engagement during	Whānau engagement in school events and celebrations was higher than anticipated, with strong turnout at liturgies, learning celebrations, and cultural events, information nights	We changed times of meeting to support some working families Attendance was increased for school Masses Hui - Indian, Filipino, Pacifika	Continue building culturally responsive practices, ensuring whānau voice shapes school priorities.
Provided targeted support for priority learners and ELL students.	Support systems are regularly reflected and improved to support needs. Families are informed	All children on our target list are supported with goals and these are reviewed and improved with parent information for learning progress	Targeted Register tracks children at Staff regularly to meet and set new goals and supports for our learnings Attendance for some overseas or illness has hindered progress for some learners.	Structured Support for Literacy and Math in 2026 to target those working below Attendance plans

Strong pastoral care, offering support to families experiencing challenges and connecting them with appropriate services.	Enhanced Wellbeing support, ensuring families felt cared for and connected.	EEO survey reported to BOT in October Community Survey comments We have reviewed as part of our Tier two PB4L	Whānau feedback (surveys, informal discussions, event participation) Communication logs (emails, Seesaw posts, meeting notes) Pastoral care records	Maintain and extend pastoral care systems, ensuring families receive timely support. Pastoral Care Menu- Devised for our Pb4L
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Strategic Goal 3: Empowering Learners

St Brigid's has focused on enhancing teacher capability and improving student outcomes in Literacy and Maths through the implementation of the new curriculum, Prior to the November school-wide progressions, using Assessment for Learning. Professional learning included PLD in Oxford Owl, Numicon Maths, handwriting, spelling, oral language, and structured literacy, supported by growth coaching and teacher observations. Teachers set goals aligned with the Professional Growth Cycle, engaged in moderation across Writing and Maths, and used tools such as E Asstle, ERO observation frameworks, and school-wide rubrics for Reading and Writing to guide next steps.

Targeted learners are identified by teachers and supported by our LSC through one-on-one interventions, teacher aide support, and collaboration with external agencies. Classroom practices were aligned with school-wide expectations, including daily one-hour sessions in Reading, Writing, and Maths, consistent use of success criteria, and explicit teaching strategies. Families were engaged through Facebook updates, parent meetings, and sharing of learning intentions and student progress, fostering community involvement and transparency.

The impact of these actions has been evident in consistent teaching practices across all classrooms, improved teacher confidence in curriculum implementation, increased engagement with assessment data to guide learning, and strengthened learner outcomes. Regular staff meetings, PLD sessions, and classroom observations ensured ongoing reflection and development, while school-wide assessment snapshots and moderation supported continuous improvement.

Evidence of progress includes teacher observations, growth coaching records, moderation notes, assessment data (EAsstle, Maths snapshots), ERO observation framework documentation, PLD attendance records, parent feedback, and staff surveys. The school's long-term plans and practices are reviewed and refined to ensure sustained quality teaching and learner achievement.

Strategic Goal 3 :Empowering Learners

Actions:	What did we achieve? <i>What were the outcomes of our actions?</i> <i>What impact did our actions have?</i>	Evidence <i>This is the sources of information the board used to determine those outcomes.</i>	Reasons for any differences (variances) between the target and the outcomes	Planning for next year – where to next?
Implemented the new English and Maths curriculum (2024)	Implemented the new English and Maths curriculum 2024 using school-wide progressions and success criteria to guide teaching and learning. Rubrics for reading Reading and Maths were created. Ministry PLD - Structured Literacy Maths with Ministry Provider	All staff had a clear understanding of the new Curriculum and were planning to use this. Reading: 80% at or above expected levels Writing: 67% at or above expected levels Maths: 70% at or above expected level	Increased teacher capability and confidence with the refreshed curriculum and new progressions. Improved student outcomes in Literacy and Mathematics for most learners, particularly those receiving targeted support	Staff will work on the 2025 curriculum to develop planning and understanding at each level
Provide Professional Learning for teachers	Professional learning included Oxford Owl, Numicon, Handwriting, spelling, oral language, structured literacy, and Assessment for Learning practices. Code Ed Spelling. Staff meetings. Twilight, Structured Literacy Ministry	Staff worked together to review Assessment for learning and understanding 2204 curriculums with progressions and school wide consistency Observation and Feedback for teachers 2025 SL PLD Ministry	Teachers demonstrated consistent use of Assessment for Learning strategies (learning intentions, success criteria, feedback, conferencing).	Strengthen and Build on Assessment for learning PLD for 2025 Curriculum Structured Literacy PLD 2026 Assessment PLD Ministry Term 1-3
All staff will participate in Professional Growth Cycles	Teachers participated in growth coaching, observations, and goal setting aligned to improving practice	Staff review and evaluation of Teaching standards Teacher inquiry - goals Observations in classroom and feedback		Professional Growth cycle will be used to monitor goals and improvement

Use assessment to improve teaching and learning	Used tools such as e-asTTle, ERO observation frameworks, school-wide rubrics, and moderation to ensure consistent expectations and next steps.	Moderations Targeted learning support Student voice- reading Writing maths	More consistent assessment across the school, with clearer identification of next learning steps for students	Assessment PLD Ministry provided 2026 Year Two trial maths assessment group 2026
Review and improve Targeted learner support	Delivered targeted interventions for priority learners and ELL students based on baseline data.	Targeted learner register , meetings. Support agencies	Priority learners showed measured progress, though some continue to require intensified support	Structured Literacy and maths support

St Brigid's School Targets 2025

Strategic Goal 3

Annual Goal / Target: **Empowering Learners – Raise Achievement in Literacy and Mathematics**
Annual target : All Learners to make one of more years progression Literacy and Maths

Actions:	Baseline 2025	What did we achieve? <i>What were the outcomes of our actions?</i> <i>What impact did our actions have?</i>	Evidence <i>This is the source of information the board used to determine those outcomes.</i>	Reasons for any differences (variances) between the target and the outcomes	Planning for next year – where to next?
Improve Targeted Support Implement new Maths and English Curriculum Use Assessment and Assessment for learning practices to improve learning Professional Growth Cycle	EOY2024 Writing: 65% at/above Reading: 73% at/above Maths: 64% at/above EOY 2025 Reading: 80% at/above Writing: 67% at/above Maths: 70% at/above	- Team coaching and data analysis to identify high-impact next steps. - PLD: Assessment for Learning, Accelerated Learning, Maths & English curriculum changes. - TA support and targeted small group programmes.	- Strongest acceleration for students below/well-below. - ELL learners analyzed needs more clearly identified (22% requiring vocab/comprehension support). - Progressions strengthened teaching consistency.	Focussed team work using data. Teacher overall judgement to set goals and track progress ELL support Clear school wide progressions Assessment for Learning is consistent across the classrooms	ELL/ Tier two and three interventions Support Assessment for learning practises Structured Literacy and Assessment PLD through the Ministry Making progressions and supporting

		- Developed and trialled English & Maths progressions. - Moderation, observations, and PGC cycles. - Outside agency interventions RTLB/LSC/RTLit support.	- Assessment informed programmes across all levels.		understanding of the 2025 curriculum.
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Attendance

Annual Goal / Target: **Enriching Faith, Engaging Whānau, Empowering Learners – Attendance & Engagement**

Annual target : To provide and support initiatives attendance and engagement for all students.

Actions:	Baseline 2025	What did we achieve? <i>What were the outcomes of our actions?</i> <i>What impact did our actions have?</i>	Evidence <i>This is the sources of information the board used to determine those outcomes.</i>	Reasons for any differences (variances) between the target and the outcomes	Planning for next year – where to next?

Create and follow an attendance plan Inform parents and caregivers about the importance of regular attendance	68% of students attending 90%+ (up from 33% in 2023). Persistent lateness and high absences for a small group. Ongoing improvement with strengthened systems, communication and monitoring.	Whānau hui, newsletters, and interviews about attendance expectations. - Use of <i>Ka Hikitia, Success for All, Tātaiako</i>, Tapasā. Pasifika Project - Attendance data reviewed frequently and shared with whānau. - Target learner information shared with whānau. - ELL support using progressions and bilingual support. - PB4L and pastoral care systems used for wellbeing and attendance.	Improved whānau understanding of expectations. - Increased engagement at hui and interviews. - More consistent follow-up and support for chronic absence. - Learners are better supported through adapted programmes and ELL assistance.	Difficult situations of sickness and need for overseas travel with difficult family circumstances EOY 54% improved from Term 3. Excellent work LSC and Staff tracking Students and re setting goals.	Review and improve action plan follow up. Be active with Family support and follow up using outside agencies
At the end of 2025 - We had 54% of children attending 90% or more. This had improved from 33% in Term 4 2024. Most absences were due to illness or holidays in term time. We still have a group of students with high absences or are late to school. Attendance in 2025 declined across the year, with rates of 63% in Term 1, 56% in Term 2, and 46% in Term 3 and 54% in Term 4. The significant drop in Term 3 was largely due to families travelling overseas for extended periods, alongside recurring illnesses—including asthma—which affected several students. These strategies have helped to lessen the impact of absenteeism on learning and ensure that students receive timely, targeted support to continue making progress. Improving attendance will remain a key priority for 2026, as it is essential for lifting achievement and supporting equitable outcomes for all learners					

In 2025, teachers identified targeted learners across all subject areas and implemented tailored strategies to support them. Year 4/5 students in Maths, ESOL learners in Reading and Writing, and Year 2 and Year 3 boys in Writing received focused classroom interventions. Additional support was provided through the Learning Support Coordinator (LSC), teacher aides, and external agencies, including RTLB referrals, Supporting small group maths for our Year 5 /6 students where specific learning needs were addressed.

Attendance Improvement: The school prioritised student attendance by working closely with families to identify and address barriers. Initiatives included regular check-ins, personalised support, and ongoing communication, resulting in more consistent student engagement and learning opportunities across all year levels.

Consistency and Collaboration: School-wide teaching practices for Reading, Writing, and Maths were strengthened through regular staff reflection, EAsTTle moderation, and collaborative actions including need to fluency in handwriting, focus on Basic facts and supporting children in with reading, Teachers shared strategies across classrooms and participated in PLD sessions and coaching, which supported consistent, high-quality practice and improved outcomes for learners.

Use of Specialist Resources: Staff expanded the use of scope and sequences in maths and literacy and external expertise to support diverse learning needs. This included bilingual support for our Indian students, and targeted professional development, which built teacher capability and helped students access tailored, effective learning interventions

As a staff, we had established school-wide expectations for Reading, Writing, and Math for the 2024 curriculum to ensure consistent practices across all levels. These expectations are integral to our Professional Growth Cycle, fostering ongoing reflection and review of classroom programs. This approach has encouraged meaningful conversations about target learners, the changes needed to support their progress, and the effective use of support staff.

Assessment data continues to guide our next teaching steps, enabling targeted and informed instruction.

We have also drawn on the expertise of various specialists to support both teaching staff and students. This includes working with Speech-Language Therapists, Occupational Therapists, Resource Teachers of Learning, Blendz, Audiology services, and bilingual support workers. These partnerships ensure a holistic approach to meeting diverse learning needs. Our Learning Support Coordinator knowledge and our staff experience and expertise ensures we are thinking and challenging to modify and review our classroom practice.

Teachers have attended numerous Professional development exploring Assessment for learning, the new revised curriculum for Math and Literacy.

Actions Taken planning so far and plans moving forward:

Consistent School-wide Practices: Teachers have consistent practice for Literacy across the school to support best practise

Prioritized PLD: Currently on Ministry PLD for all staff science of learning in Literacy 2025 and new Assessment Ministry PLD into 2026

Planning for 2026 Small-step interventions are in place to help learners fill specific learning gaps- Applications are being entered for RTLB for targeted support and planning for structured literacy. Timetables and priority support planning for Teachers and T-Aides is completed

Understanding the progressions using the English Curriculum - Working to Creating school wide progressions and assessment aligned with the 2025 (October) Curriculum

End of Year Data 2025

What did we do?

Data is measured in relation to the level that the child should be working on in Reading, Writing and Maths. The children are judged as below, at or above in Reading, Writing and Maths. The overall teacher judgment is made up from a variety of sources - formal testing, informal testing, learning conversations, classwork and observations.

The information was presented to parents in an end of year report and uploaded to our management system.

Information has been broken down into boys, girls, everyone, Maori and Pasifika, Indian and Filipino,

Teachers then analysed the results and looked at who these children were and what measures did we have in place to support or extend the children. Our learning register has been updated.

Our Goal:

- To identify the progress and achievement of our students against the expected curriculum level

- To identify areas of strength and weakness.
- To indicate the next teaching and learning steps.



End of Year Data St Brigid's School 2025

Writing 2025 At the end of 2025, 67% of children are working at or above the expected level in writing. This is similar to our 2024 Writing 65% at or above

Year Group	Well above	Above	At	Below	Well below
0			3	1	
1		3	5	5	
2			6	4	
3		3	2		
4		1	7	4	1
5		1	7	5	
6			5		1
		12% (8)	55% (35)	30% (19)	3% (3)

Our school currently has 15 ELL learners and this continues to influence the way we design our literacy support programmes. Across the school, we have a strong focus on high-quality writing instruction. Key practices include:

Daily writing in all classes. Explicit teaching, with learning intentions clearly shared and success criteria used for every lesson. Modelled, guided, and independent writing incorporated into daily programmes.

Structured handwriting practice, with correct letter formation still a focus for some learners.

Ideal (I.D.E.A.L.) Spelling sessions following a set scope and sequence.

A consistent emphasis on classroom must do expectations using Assessment for learning strategies , Building simple, compound, and complex sentences ,Developing vocabulary

Accurate punctuation ,Writing for a clear purpose and audience

There are 22 children working below expectations. Their needs and supports are summarised below: 11 children have or are receiving Speech-Language Therapy support through the Ministry.

8 children have English as their second language (ELL).

7 children have had high levels of absence this year due to health issues missing a lot of classroom learning and consistency

10 children have received or are currently receiving support from outside agencies, including:

Speech-Language Therapy, RTLB, Paediatricians and health services

All children are included on our Targeted Learning List, with ongoing monitoring

Writing	Well above	Above	At	Below	Well below
Indian			7	5	
Filipino			6		
Pasifka		1	4	5	

Māori					
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Reading Achievement 2025 Currently, 80% of children are working at or above their expected reading level. Compared to 73% at the end of 2024.					
Year Group	Well above	Above	At	Below	Well below
0			2	2	
1		4	6	3	
2	2	1	3	2	2
3		3	2		
4	5	3	3		2
5	1	5	6		1
6	1	3	1	1	
%	14% (9)	30% (19)	36% (23)	16% (10)	7% (5)

There are eight children who are working below expectation have been identified on our Targeted Learning List and have been receiving tailored support. Teacher Aide support for all students - for senior students, providing additional reading practice such as *Rainbow Reading* activities. For juniors help with sounds and word learning and mileage Targeted classroom resources, including texts that support comprehension, vocabulary development, and decoding skills.

Explicit small-group instruction, designed to meet the specific learning needs of each child.

Extra ICS funding in 2026 has been allocated for one child who requires additional learning support.

Four children are receiving outside agency support, and we will complete further assessments. We intend to apply to the RTLB in 2026 for additional small-group support.

Structured literacy small-group interventions will continue to be provided by classroom teachers and support staff.

Three children are English Language Learners (ELL).

One child is part of our Resource Literacy Teacher study group and receives extra targeted support through this.

Four children have irregular attendance, mostly due to illness, and one has been overseas during term time.

Two additional students receive extra reading “mileage” with another teacher when this is possible.

Schoolwide Reading Practice Across the school, students participate in structured literacy, including oral language development, reading to teachers, guided reading, and independent reading. Classrooms maintain consistent and strong routines to support literacy development, vocabulary growth, and comprehension.

Reading	Well above	Above	At	Below	Well below
Indian		3	3	4	1
Filipino	1	4	5	1	
Pasifka	1	1	5		2
Māori					1

Maths 2025 70% of children are working at or above the expected level. This compared to 62% at the end of 2024.

Year Group	Well above	Above	At	Below	Well below
0		1	2	1	
1			9	4	
2			6	4	
3			5		
4		2	7	4	
5		1	7	3	2
6	1	1	3		1
Totals	1% (1)	8% (5)	61% (39)	25% (16)	4% (3)

All children working below the expected level have been identified by their classroom teachers and placed into targeted support groups within each class. Following our mid-year data review, we introduced a school-wide basic facts programme to strengthen rapid recall. A group of students were also referred to the RTLB and received support alongside their teacher to revisit foundational number knowledge, improving fluency and problem-solving confidence.

For our three students working well below, the LSC has completed further assessment, and they are receiving additional support focused on building fundamental skills, including listening and executive functioning skills.

Eight of the identified children have high absenteeism, resulting in missed lessons and significant gaps in units of learning. Ten students are receiving support from external agencies to supplement classroom learning. Twelve children are English language learners, and four students have recently moved from other schools and are also receiving additional support.

Maths	Well above	Above	At	Below	Well below
Indian	1		6	5	
Filipino	1		7	3	
Pasifka			7	4	
Māori					

Area/ Groups to work on for extra support and targeted learning additional to the classroom for 2026. Teachers and our LSC have planned for 2026 groups and individuals that will need interventions additional to the classroom. Teacher aide support and extra Teaching will be provided for these children.

Writing Year 1 and 2 and Year 4/ 5 impact on those students - Handwriting fluency , spelling, sentence structures will make the biggest change to their progress. ELL support through Teacher Aide Structured Literacy developing vocabulary oral language and experiences,

Reading Year 1 and 2 - Sound and letter knowledge, recognising and using phonic plus books Children working well below Teacher aide time to support their comprehension. Developing understanding of words and fluency in reading.

Maths Year 1 and 2 Basic facts, Place value Year 4 and 5 number knowledge, multiplication

ELL learners Support in Oral language, Sentence building, experiences and vocabulary

With the data from End of year 2024 and 2025, we have analysed the progress that our students have made across all key learning areas. This review has helped us identify strengths, areas for improvement, and next steps to ensure continued growth in their learning journey.

Reading Progress -For School

Less than a year	One Year	More than a year
14	20	24

There were 14 children who have made up to one year's progress including six who are already working above expectations. All learners have below been identified, and targeted support is in place. Seven children have had high absenteeism, which will be a key focus area for 2025 as we look at how improving attendance can, in turn, lift overall achievement. Three of the children are already reading well above their age level.

Five children are still learning their letter sounds, and they are being supported with additional teacher aide time in the classroom, alongside their regular Literacy sessions. Senior students are also supported through the *Rainbow Reading* programme, which this year resulted in more than two years' progress for two of the students participating. We have 48 children who made one or more years of progress.

Writing progress

Less than year	One Year	More than a year
23	28	7

Students in Writing who have made more than one year's progress have been able to follow success criteria and learning intentions with

increasing independence. They have benefitted from a strong focus on correct handwriting and spelling. Consistent expectations across classrooms, along with our professional growth cycle, have helped teachers reflect on practice and identify next teaching steps. Teachers have moderated Writing samples using EAsTle to identify next teaching and ensure consistency school wide.

In 2025 and 2026, we will be working with Ministry provider Lauren Latimer to strengthen teacher knowledge of the new curriculum, with planning set to begin in Term 1 of 2026.

For the children who have not made one year's progress, 12 are English as a second language (ESOL) learners, and 12 have irregular attendance—mostly due to sickness, with two experiencing extended overseas trips for family reasons. These students are receiving additional support in class, including time with teacher aides, increased opportunities for reading and writing, and dedicated catch-up time when they are present. Parents have been contacted to ensure ongoing communication and support.

Maths Progress

Less than a year	One Year	More than a year
21	29	8

This year, teachers have been delivering the 2024 curriculum. With the introduction of the new curriculum and increased leveling expectations, we have identified the needs that children have to reach new expectations.

Assessment and identifying next learning steps have remained key priorities. We have focused on number knowledge gaps and improving basic facts across the school, and all teachers are following a consistent scope and sequence to support coherence and progression.

Absenteeism continues to interrupt the flow of learning for some children, particularly within sequential units of work. Despite these challenges, eight children have made between 1.5 and 2 years' progress and are now working confidently at their expected level. A small

group has also been supported by the RTLB this year, and we will apply again next week for continued support for another identified group. We also have structured maths time to support a small group in the school.

As a school teachers have implemented additional activities to allow children to practise key skills independently when they are not working directly with the teacher. Lessons are structured and support learning at their level.

Reflecting on Progress goals end of 2024 - to 2025

Targeted Interventions:

We have Teacher Aides supporting teachers and learners in classroom programmes, The RTLB worked alongside a TA for two terms to support our Year 5 maths students working below expectations. This provided valuable professional learning for the teacher and helped students rebuild foundational knowledge and confidence.

As a staff, we have used learning intentions and success criteria in writing to support learner agency, and all classes have established “must-do” criteria to ensure high expectations.

We have implemented a school wide focus to improve recall of Basic Fact knowledge across the school, and offered morning reading to support children not completing nightly reading. We will make further referrals to the RTLB as needed and have updated our processes for monitoring progress for these students. Our LSC continues to provide a high standard of tracking and communication with teachers. We will continue this work into 2026.

Attendance Improvement:

We have developed and implemented an Attendance Plan for our school, which has been shared with the Board and wider community. Pastoral care phone calls have been made for students with high levels of absence, particularly regarding health needs and overseas travel. Attendance will remain a priority in 2026, with increased support from external agencies where appropriate.

Consistency and Collaboration:

We have strengthened school-wide consistency in the use of learning intentions and success criteria Feedback. Our Assessment for Learning practices will continue to guide our approach in 2026. This is built into our Professional Growth Cycle and Teacher standards.

Use of Specialist Resources:

With the support of our LSC, we have accessed further assessment and specialist support from Paediatrics, Speech-Language Therapy, RTlit, RTLB, BLENNZ, Occupational Therapy, and Optometrist. Goals have been identified for learners, and these students will continue to need scaffolded learning and additional support beyond the classroom programme. Communication with whānau through meetings and regular updates has been a positive step forward. We will continue to access these and support our families.

English Language Learners:

We have provided targeted support for our 15 English Language Learner (ELL) students through language scaffolds, small-group instruction, and culturally responsive strategies. Engagement with families—particularly through fono and hui with our Pasifika and Indian communities—has enabled positive conversations and collaborative planning for learner outcomes.

St Brigid's School Equal Employment Opportunities Statement 2025

At St Brigid's School, we are committed to being a fair and inclusive employer. We promote equal employment opportunities (EEO) for all staff and ensure that our employment practices are free from bias and discrimination.

We aim to:

- provide a safe, welcoming, and inclusive workplace
- treat all staff and prospective staff fairly

- ensure equal access to recruitment, training, and promotion opportunities
- eliminate barriers that may cause or perpetuate inequality in employment.

Our Board supports Equal Employment Opportunities (EEO) in line with the Education and Training Act 2020. This helps us identify and remove barriers, promote fairness, and support the wellbeing and professional growth of all staff.

We monitor, review, and report on our EEO practices to ensure they reflect our commitment to being a good employer and to fostering a positive, supportive work environment for everyone.

Guided by our Catholic character and inspired by St Brigid, we uphold the values of **Respect, Care, and Responsibility** in all we do. In this spirit, we seek to create a workplace where every person is valued for their dignity, can share their gifts, and is supported to grow and flourish in service of our school community.



KiwiSport Funding 2025

KiwiSport is a government funding initiative designed to increase students' participation in organised sport. In 2025, St Brigid's School received a total of \$1041.00

This funding supported our Physical Activity leaders to attend a training day, bringing sports organisations out to school and swimming support.