



Te Kura o Hato Mātene

St Martins School

3534

Annual Report 2025

St Martins School

Members of the St Martins School Board 2024

Board Member Names	Date that the Board Member's Term Finishes
Kate Hodgins	September 2023
Dan Levett	September 2025
Tracy Taylor	September 2025
Aaron Prince	September 2025
Alexis Barakat	September 2026
Joseph Hampton	September 2026
Helen Norcliffe	September 2025
Andrew Mouat	N/A - Principal
Kate Thomson	N/A - Secretary

Statement of Variance: Progress Against Targets

Goal One Ako – Everyone is a learner Students receive high quality collaborative teaching and learning that promote both equity and excellence, with a focus on supporting all ākonga to achieve their personal best.	Goal success statement <ul style="list-style-type: none"> • Kaiako are competent in the linking of Te Mātaiaho (why), Common Practice Model (how) and curriculum refresh (what) • Mathematics and English curriculum areas will be developed into local curriculum and will be used by kaiako, in conjunction with quality assessment practices, to ensure progress & achievement for all ākonga • Curriculum refresh across other learning areas will be progressed • Kaiako will be competent targeting ākonga needs and teaching using the refreshed curriculum • Consistent teaching of te reo through the school, developing kaiako confidence in te reo • High quality planning, teaching and assessment practices that provide all ākonga with access to enhanced learning outcomes is evident across our kura
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Initiative One: Common Practice Model
Key Actions
Professional Learning unpacking phase 2 of the common practice model.
Implementing changes across year levels and curriculum areas as required.

What did we achieve? / Evidence / Variance

St Martins School successfully implemented initiatives related to the Common Practice Model, leading to progress in pedagogical approaches. Staff participated in several meetings to unpack and discuss the model, focusing on achieving consistency of practice across the school. This process included referencing the Literacy & Communication and Maths Strategy, which aims to improve educational outcomes for all students. Evidence of implementation is seen in the adaptations made to planning, as staff actively incorporated new strategies and perspectives into their teaching. The use of an appreciative inquiry approach further enhanced this process by focusing on existing successes and identifying next steps for improvement, showing a reflective and proactive approach to development.

The Common Practice Model was combined into the refreshed Maths and English curriculums released on October 1, 2024.

Initiative Two: Maths and English Curriculum and delivery refresh
Outcome: Kaiako will be competent teaching to the differing needs of ākonga using the refreshed Maths and English curriculum.
Key Actions
Professional Learning in the refreshed Maths curriculum to ensure all kaiako understand and use the Maths and English curriculum.
Continue to lead staff development on effective teaching and assessment on maths, through staff meetings,

team planning and assessment meetings.
Develop learning goals crossing the three phases of learning for assessment and reporting to whānau.
Develop a Maths / Literacy localised curriculum.

What did we achieve? / Evidence / Variance

Despite receiving the refreshed Maths and English curriculums only 10 weeks before planned implementation, St Martins School made significant strides in preparing for their integration. Staff engaged in focused meetings based on the draft curriculum, ensuring a solid understanding was established prior to the official release. This proactive approach allowed the school to be ready for implementation in 2025. Curriculum leads actively supported teachers with developing learning outcomes, laying the groundwork for effective curriculum delivery.

A key consideration emerged during this period: addressing how the curriculum statement "plan for all students to experience all the statements in the sequence" would impact children needing support or extension. This prompted the exploration of potential adjustments, such as single Year level groupings, with a plan to trial such variations, particularly in maths, during 2025. The school acknowledged that reporting and assessment updates would need further discussion as more information was expected from the Ministry of Education in 2025.

While the late arrival of the curriculum documents presented a challenge, the school effectively utilized the available 10 weeks to ensure readiness for implementation. The focus on staff meetings, support from leads, and the proactive consideration of student needs and potential variations demonstrate the school's commitment to providing a strong educational experience, despite the time constraint.

Initiative Three: Te Reo Māori curriculum development and delivery
Outcome: All ākonga will receive consistent teaching in Te Reo Māori building confidence and competence through the school. Kaiako will continue to improve their level of Te Reo Māori.
Key Actions
Create a Te Reo teaching programme that develops and extends across all teams, including waiata across the school and school karakia being used in all classes each morning.
Gather appropriate resources to support Te Reo teaching and learning.
Analyse progress of ākonga Māori as a whole within the school setting, suggest improvements to programmes that may meet greater needs.
Facilitate the development of programmes and strategies aimed at improving Tikanga Māori across the school.
Kaiako participate in professional learning.

What did we achieve? / Evidence / Variance

St Martins School has seen a year of significant achievement in its Te Reo Māori and Tikanga Māori initiatives, demonstrating a strong commitment to cultural responsiveness. School-wide, Te Reo Māori Enrichment classes were successfully launched, and key cultural events such as Matariki celebrations, the Tuhono festival, and the Pō Whakangahau Festival were celebrated. The "Kīanga o te Wiki" initiative, a direct response to teacher feedback, has been effectively implemented. Additionally, class programs across the Cultural Responsiveness team have consistently met expectations, and the use of cultural narratives is becoming increasingly embedded in teaching practices. A dedicated effort has also been made to develop resources and strategies to improve Tikanga Māori across the school, with weekly resources provided to teachers.

Each team within the school has made valuable contributions to these efforts. In the Highfliers team, Te Reo Māori lessons were integrated alongside Kapa Haka, and opportunities were provided for students to engage in Matariki celebrations and the Manu Kōrero competition. The Navigators team focused on consistent, high-quality Tikanga and Te Reo Māori lessons and created a notable Matariki Art display. The Discoverers team immersed students in Te Reo Māori and Tikanga Māori through weekly language practice, exploration of local history and significant sites, and creative Matariki projects. The Explorers team exposed younger students to Te Reo Māori through Junior Kapa Haka, specialist Tikanga groups, and integration within other curriculum areas, including ANZHC learning about Māori myths and legends.

A dedicated Te Reo Māori Enrichment program, led by Susie and Alice, has been successfully running on Wednesday mornings, with consistent attendance and student ownership of various aspects of the lessons. The Whānau Group, with active participation from Alice, has also played a crucial role in supporting these initiatives. They developed a mission statement, sought opportunities for student engagement, and organized events such as a games afternoon and a weaving workshop.

Moving forward, the school aims to refine the Manu Kōrero competition, drive classroom naming with cultural narratives, and continue developing programs to improve Tikanga Māori. These future steps build upon the year's successes, further embedding Te Reo Māori and Tikanga Māori into the school's culture. There is strong evidence of broad participation, engagement, and positive community feedback, indicating that the school is meeting its goals and adapting its programs.

<p>Goal Two Wellbeing and Pathways Prioritising student wellbeing and recognizing the diverse talents of our learners to create a supportive and enriching educational environment where every student can thrive.</p>	<p>Goal success statement</p> <ul style="list-style-type: none"> • Ākonga are supported to manage emotions and behaviour in consistent and mana enhancing ways. • Tamariki learn in a safe, positive, caring and inclusive environment, supported by staff who take time to relate and understand them as individuals • Positive reciprocal relationships are built across all areas of the kura • All ākonga, whānau and staff feel safe, valued and able to support one another to be the best they can be • Develop tools and gather information on the best ways to identify giftedness • The diversity of giftedness is recognised and supported
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Initiative One: PB4L - School wide
Outcome: Ākonga are supported to manage their emotions and behaviour in consistent and mana-enhancing ways.
Key Actions
Lead teachers / team attend termly MoE training in order to upskill.
Create a programme of work focussing on the values developing consistency across the school.
Increase awareness of PB4L in the community through <ul style="list-style-type: none"> ◦ Regular newsletter posts ◦ Assembly / team assembly sharing ◦ Whānau information session

What did we achieve? / Evidence / Variance

St Martins School has seen progress in its Positive Behaviour 4 Learning (PB4L) program this year, marked by the

successful implementation of a comprehensive Settings Matrix reflecting the school's current values and needs. The introduction of "Albert," the PB4L mascot, has added a fun and engaging element to reinforcing positive behaviors across the school community. Staff have actively participated in professional development opportunities, including PB4L lead days, a mini-conference, and a course on Collaborative and Proactive Solutions, enhancing their understanding and application of PB4L strategies.

At the school-wide level, the PB4L action plan has been effectively implemented, receiving positive feedback from facilitators. Behavior data collected from the Hero SMS system is being utilized to guide next steps, and enablers are being explicitly taught to support positive behavior. Staff reflections on the Matrices have further contributed to the program's refinement. Additionally, a brochure has been developed to communicate PB4L expectations to the wider community, new entrants, and visitors.

Individual teams within the school have also made notable achievements. The continued use of Tū Whitia tokens as a reward system, the development of action plans with lessons and resources, and the incorporation of neuroscience and mindfulness lessons are just a few highlights. Practices such as Positive Friday Charts, Superhero walls, and the T.R.Y Poster have been effectively used to reinforce positive behaviors. These team-specific initiatives showcase a strong commitment to creating a positive and supportive learning environment across all levels of the school.

Looking ahead, the school plans to update the Matrix based on feedback, create Values Posters featuring the mascot, and develop a Collaborative and Proactive Solutions guide for staff. Further resources will be gathered to support the teaching of skills, and new staff will be inducted into the PB4L program. These future steps indicate a continued dedication to enhancing and refining the PB4L program, ensuring ongoing positive impact on student behavior and well-being.

Initiative Two: Gifted Pūmanawa development
Outcome: To enhance our understanding of and support for pūmanawa gifted learners, focusing on research, definition and identification to cater to their unique needs.
Key Actions
Develop a research plan to build knowledge and identify potential areas for improvement.
Develop a systematic process for identifying gifted pūmanawa ākonga.
Collaborate to create a clear and comprehensive definition of pūmanawa giftedness that aligns with the school's values and culture.

What did we achieve? / Evidence / Variance

In 2024, St Martins School launched a successful pilot program focused on enhancing understanding and support for Pūmanawa gifted learners. This initiative involved extensive research and professional development for lead teachers Kate and Tamara, each of whom selected two identified gifted students for in-depth case studies. Through close observation, student voice, termly check-ins, and parent input, personalized learning plans were developed to cater to the unique needs of these learners. Evidence of this process included detailed roadmaps outlining research, pilot group selection, delivery/implementation, defining giftedness, identification strategies, and analysis for future steps, documented by both Kate and Tamara, with specific examples of extension activities and projects undertaken. A Pūmanawa Gifted Register is also planned for the following year.

To further refine the program, the school conducted a community survey to gather feedback on beliefs and understandings around gifted children. The survey revealed a broad consensus on the definition of giftedness, citing high intellectual ability, specific talents, passion, creativity, and unique social-emotional needs. Methods of identification suggested included teacher observation, specific programs, and parental input. Support needs were identified as both academic (challenge, extension) and emotional (social support, positive reinforcement). Parental involvement was deemed highly important, with suggestions for communication, workshops, and decision-making roles. The survey highlighted positive appreciation for the school's efforts and the survey itself.

Highlights of the program included establishing systems for recognising gifted students across all year levels, gaining community feedback, organizing specialised programs like Robotics and Stop Motion Movie Making, and conducting smaller inquiry sessions with older students mentoring younger ones. Observations were made at other successful gifted programs, and plans were made for a school-wide program with MindPlus in 2025.

Future focus areas include finalizing a school-wide definition of Pūmanawa giftedness, establishing a MindPlus pull-out group, forming a Tournament of Minds group, and ongoing professional development, such as Mindplus School training. Budget requests have been made to support these initiatives, indicating a strong commitment to continued growth and improvement. The evidence points to a well-researched, collaborative, and responsive approach to supporting gifted learners, with ongoing evaluation and refinement to ensure positive outcomes.

Evaluation and Analysis of the School's Student's Progress and Achievement

Maths Data

Main Findings:

Mid-Year data shows **86%** of students across the school are At or Above the St Martins School expectations.

- School wide data shows **87%** of girls are achieving At or Above in Maths.
- School wide data shows **86%** of boys are achieving At or Above in Maths.
 - The results show that girls and boys across the school are achieving at a similar level.
- Data shows that **80%** of Māori students are achieving At or Above in Maths.

Decisions and Actions

Year 0-2	Year 3 / 4
<p>Continue with:</p> <ul style="list-style-type: none"> • Basic Facts programme. • Targeted hotspots every day. • Continue with a balanced programme that incorporates problem solving. • Explicit teaching of strategies and concepts. • Observe one another in maths lessons. <p>Next steps to try:</p> <ul style="list-style-type: none"> • Paige to run a syndicate meeting demonstrating the use of Numicon. • moveNprove as a warm up (add to document/shared folder). • Studyladder as extension (for Year 2s). 	<p>Continue with:</p> <ul style="list-style-type: none"> • Revising and revisiting a range of strategies to solve problems using the 4 operations. • Weekly Basic Facts. • Continue with ability based interchange. • Continue with intervention for small groups for targeted teaching. <p>Next steps to try:</p> <ul style="list-style-type: none"> • Implement moveNprove routines to revise previous content / meet gaps from e-Asttle Data across all four classes. • Moderate as a team once a term (bring books, testing and observations). • Share strategies and learning focuses via Seesaw to strengthen connection between home and school. • Front loading knowledge and skills for Strand units (hands on use of materials, tools) before getting into the unit tasks.
Year 5 / 6	Year 7 / 8
<p>Continue with:</p> <ul style="list-style-type: none"> • Basic facts programmes. • Using materials to model problems when needed. • Hands on learning experiences. 	<p>Continue with:</p> <ul style="list-style-type: none"> • Continue to use Maths Buddy to consolidate what has been taught in class, and reward completion across the team.

- Building confidence - modelling failure, it's ok to take risks, teachable moments.
- Explicit instruction.
- The teacher using modelling books to refer back to.
- Have wall displays that reflect current learning.
- Ensure students have access to Mathletics - to learn and consolidate learning.
- Identifying target students on our planning.
- Sharing of Maths planning across the team - offering advice/ideas etc.
- Consistent strand Maths planning / assessment across the team.
- Consistency of book layout across the team.

Next steps to try:

- Regularly share learning on Seesaw with parents to assist with home/school partnerships (some are doing this but we are working on it as a whole team).
- Fostering ako relationships between students (student to student teaching).
- Using GloSS style questions as whole class problems for practise.
- A few times a term, refer back to our target students in meetings and discuss their tracking.
- Explicitly telling the students their learning outcome at the start of the lesson and having them highlighted in books (some are doing this but we are working on it as a whole team).

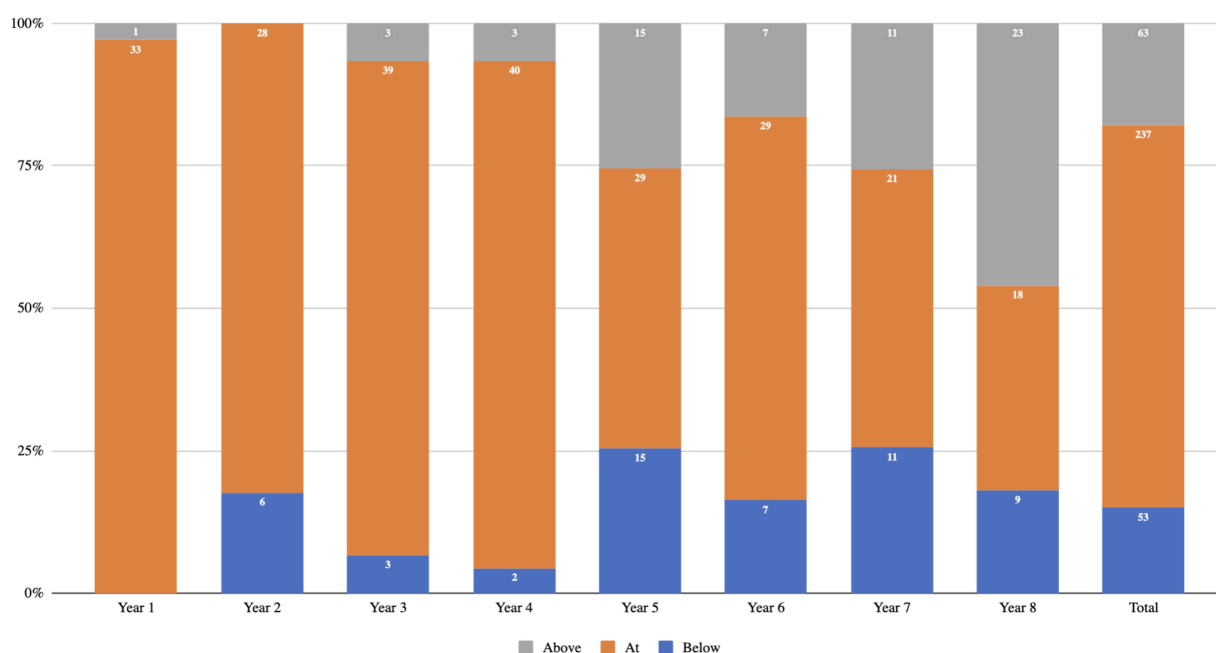
- Continue use of problem solving and real world contexts.
- Continue with direct teacher instruction (I do, we do, you do).
- Keep hammering fractions, decimals, percentage (place value a focus).

Next steps to try:

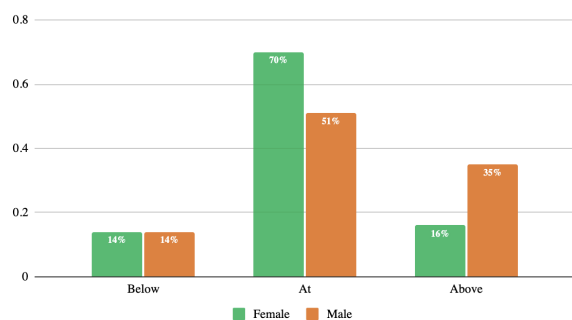
- To start each lesson with a starter, e.g. moveNprove, Discuss and Defend.
- Move back to ability-based classes for Term 3.
- Teachers to explore ochre.org.au website and incorporate resources to explicitly teach Maths concepts (I do, we do, you do).
- End of session recap/checkpoint of learned concepts, e.g. exit passes.

Data at a Glance:

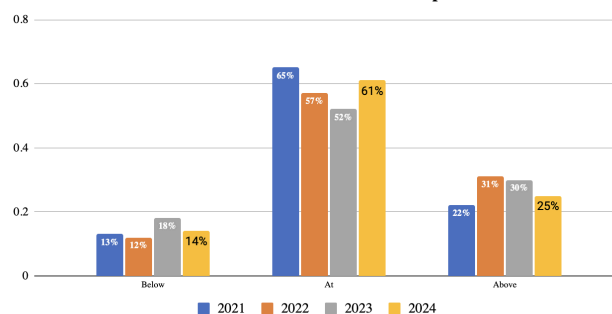
2024 Mid Year Maths Data



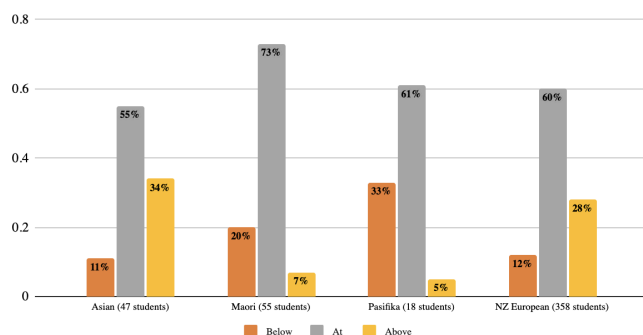
2024 Middle of Year Maths OTJ Gender



2024 Middle of Year OTJ Maths Comparison



2024 Mid Year Maths OTJ Ethnicity



Reading Data

Main Findings:

Mid-Year data shows **81%** of students across the school are At or Above the St Martins School expectations.

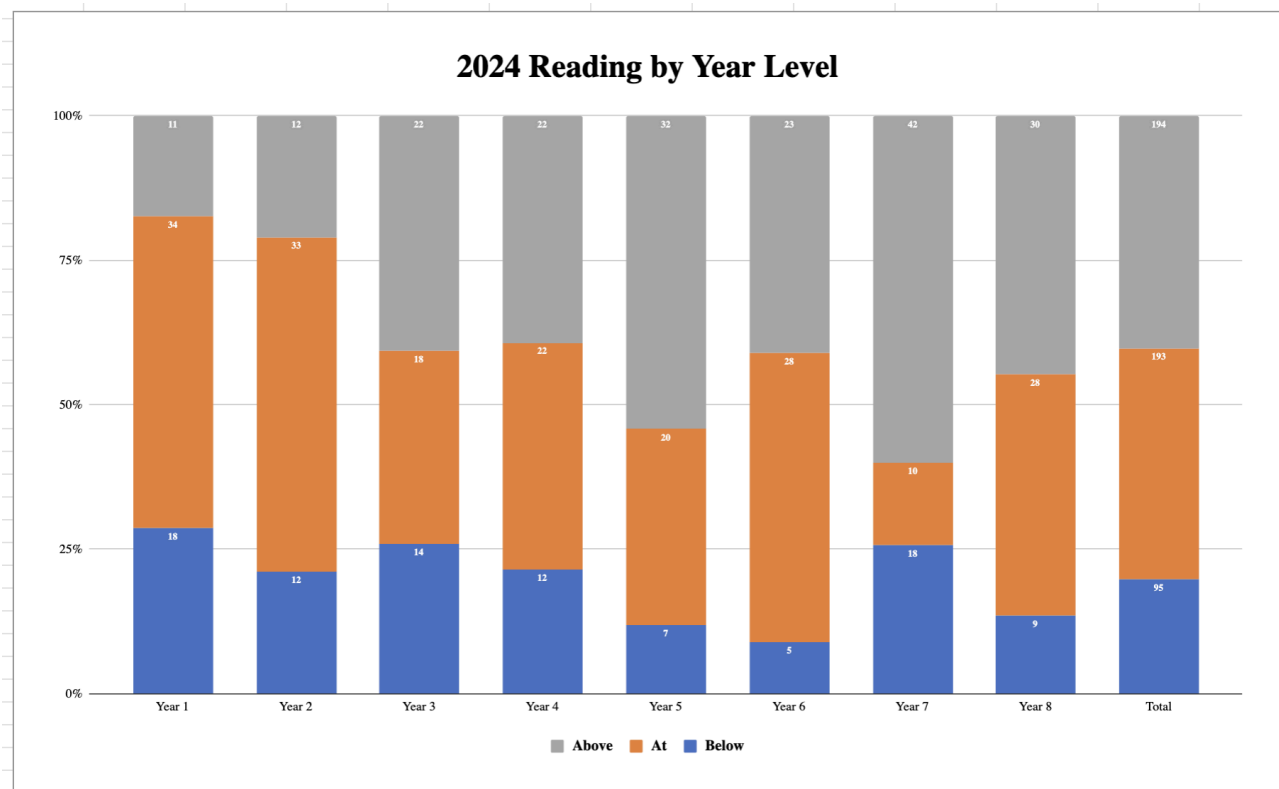
- School wide data shows **82%** of girls are achieving At or Above in Reading.
- School wide data shows **79%** of boys are achieving At or Above in Reading.
 - The results show that boys across the school are achieving slightly lower than girls.
- Data shows that **65%** of Maori students are achieving At or Above in Reading

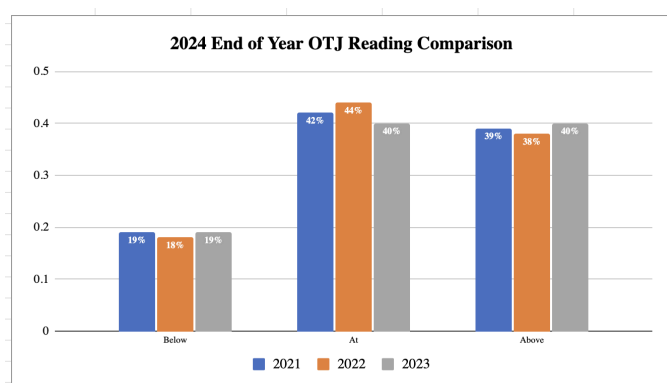
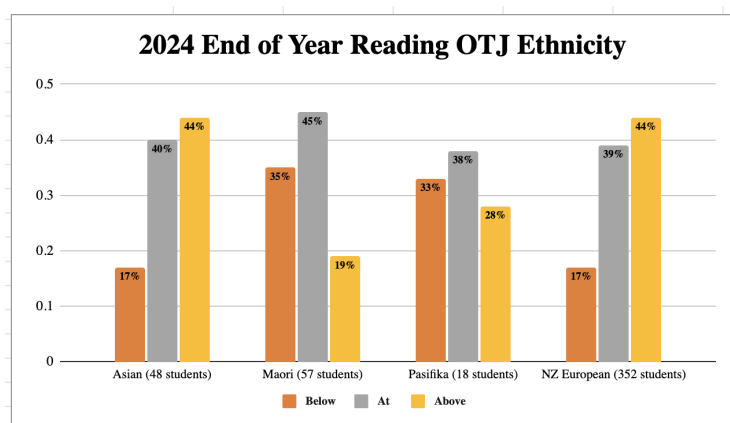
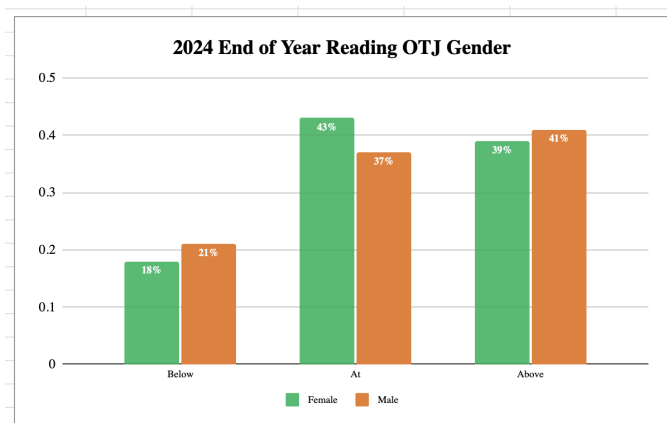
Decisions and Actions

Year 0-2	Year 3 / 4
<p>Continue with:</p> <ul style="list-style-type: none"> • Fluency strips • Fluency boxes • Echo, choral, pair reading during group time • Shared book and poem to explicitly teach print concepts • Using the iDeal lesson plans as a guide with integrating a range of books (not just decodables). <p>Next steps to try:</p> <ul style="list-style-type: none"> • Using a range of selective texts (PM's included) for reading mileage. These can be during group time and in their fluency books. 	<p>Continue with:</p> <ul style="list-style-type: none"> • Keep the Reading Collaborative Interchange • Older catch up readers • Buddy reading • Targeted groups • Range of resources including decodable and authentic texts • Model and practise reading fluency, think alouds, questioning • Building new vocabulary. <p>Next steps to try:</p> <ul style="list-style-type: none"> • Ensuring all students have opportunities to be reading at their year level - whole class authentic text 1x session per week/fortnight (home class)

<ul style="list-style-type: none"> • Making a fair assessment for our Year 1 children that start later (based on their start date at school) • Having more of an explicit oral language programme. 	<ul style="list-style-type: none"> • More Oral language and vocabulary focus into our planning • Prioritise reading to children • Focus on Aotearoa/ NZ literature.
Year 5 / 6	Year 7 / 8
<p>Continue with:</p> <ul style="list-style-type: none"> • Continue purchasing high level texts → focus on nonfiction and variety of genres • Continue to follow iDeaL reading programme with a focus on decoding and vocabulary • Grouping students by ability within classes and across pods <p>Next steps to try:</p> <ul style="list-style-type: none"> • The importance of reading to students • Readers Theatre across whole syndicate to focus on oral language. 	<p>Continue with:</p> <ul style="list-style-type: none"> • iDeaL reading format • Next steps: observe Briana and adapt iDeaL reading to suit the needs and interests of the High Fliers • Use a mix of fiction and non-fiction, and explicitly discuss features • Mix of decodables for those who need it and authentic texts • Sharing resources (particularly ones other than School Journals, e.g. general knowledge, world contexts) • Choosing high-interest texts • Reading groups across pods. <p>Next steps to try:</p> <ul style="list-style-type: none"> • Decoding and fluency focus • Comprehension strategy focus.

Data at a Glance:





[Writing Data Main Findings:

End of Year data shows **76%** of students across the school are At or Above the St Martins School expectations.

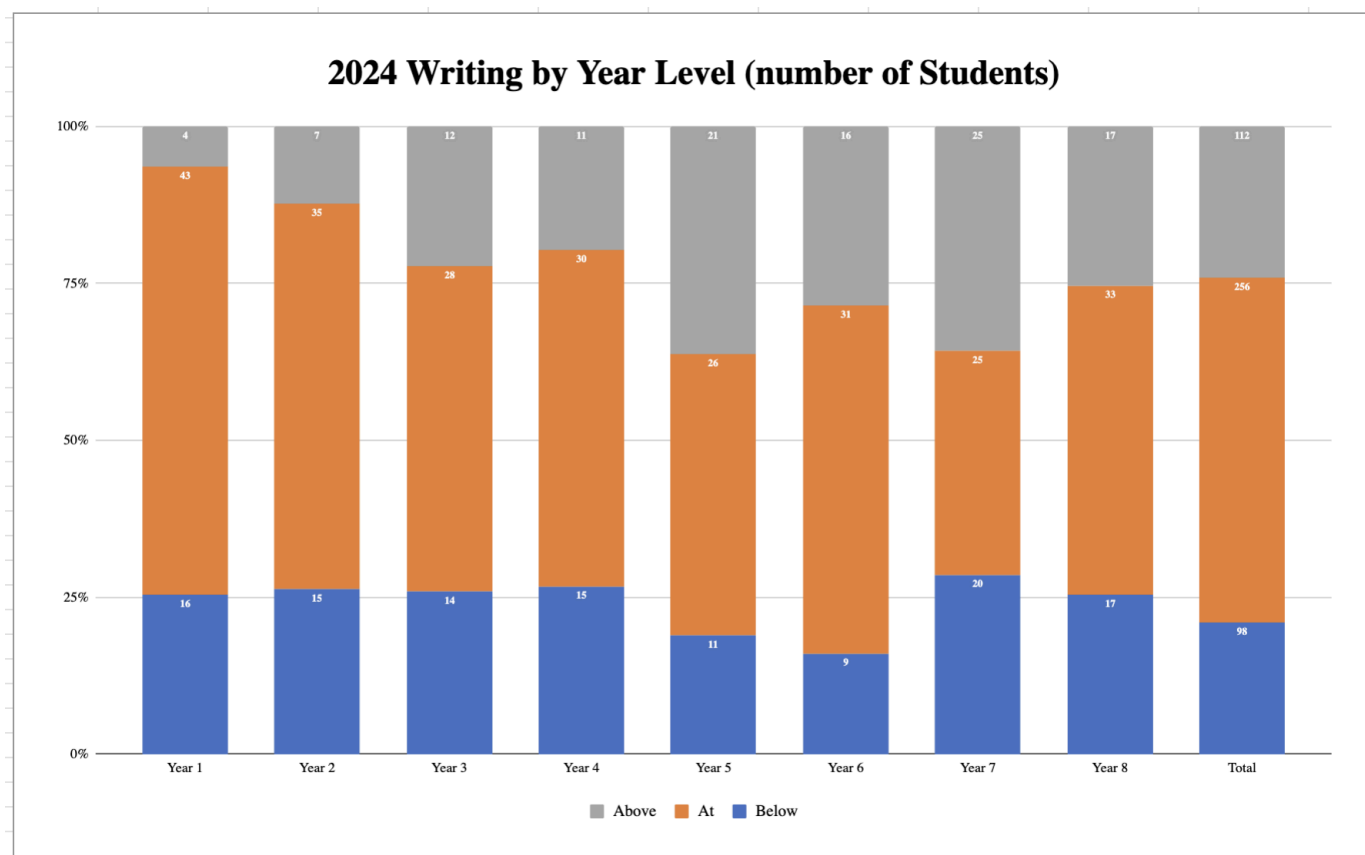
- School wide data shows **82%** of girls are achieving At or Above in Writing.
- School wide data shows **71%** of boys are achieving At or Above in Writing.
 - The results show that boys across the school are lower than girls.
- Data shows that **60%** of Maori students are achieving At or Above in Writing.

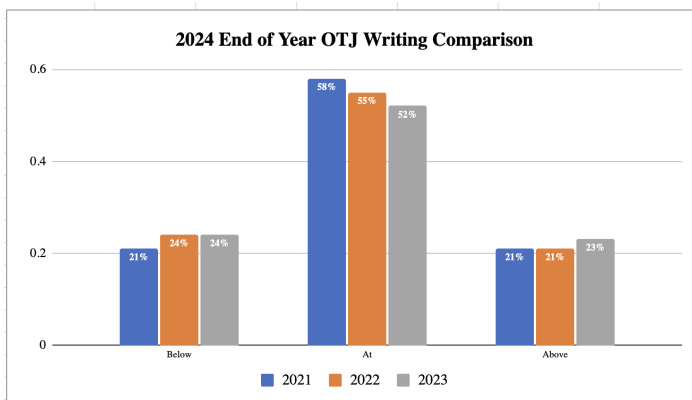
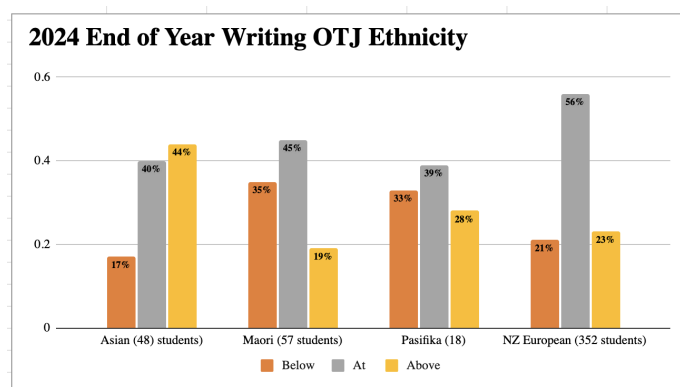
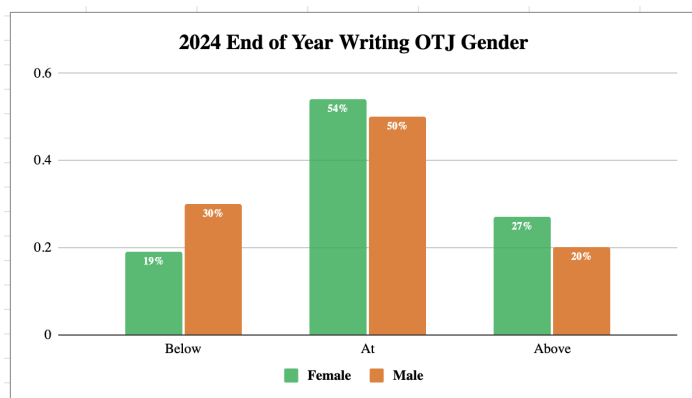
Decisions and Actions

Year 0 - 2	Year 3 / 4
<p>Continue with:</p> <ul style="list-style-type: none"> • Mixed ability grouping. • Explicitly modelling. • Continue finding ways of practising irregular word writing. • Write less more often. <p>Next steps to try:</p> <ul style="list-style-type: none"> • We will continue to enhance our oral language part of the curriculum with some new ideas. 	<p>Continue with:</p> <ul style="list-style-type: none"> • Modeling Writing process and skills. • Shared planning (slides). • 'I do, we do, you do.' • 4x iDeaL spelling lessons per week from 1.30pm. • 4x 50 minute Writing lessons per week. <p>Next steps to try:</p> <ul style="list-style-type: none"> • Writing Process - Planning, Drafting, Revising, Editing. • Include Oral Language Objectives. • Increase Writing time by moving iDeaL Spelling to 1.30pm. • Introducing Keyboarding for Year 4's.

Year 5 / 6	Year 7 / 8
<p>Continue with:</p> <ul style="list-style-type: none"> ● Modelling books. ● Extra writing samples of non-fiction genres. ● Whole syndicate planning & sharing. <p>Next steps to try:</p> <ul style="list-style-type: none"> ● Incorporation of oral language into our writing planning. ● Self assessment overview for the whole school. ● Editing tasks. ● Teaching touch typing. ● Explicit daily teaching of handwriting. ● More explicit use of the 'I do, we do, you do' strategy in writing. ● For our Below students and those on the cusp, focus on quality over quantity. 	<p>Continue with:</p> <ul style="list-style-type: none"> ● Explicitly teaching sentence and paragraph structure. ● We are going to start a shared High Fliers Writing Slideshow (2 weeks of planning for each teacher) <ul style="list-style-type: none"> ○ This is to develop consistency across the team. ● Use Murray Gadd's work to inform our teaching <ul style="list-style-type: none"> ○ blend this with elements that we like from The Writing Revolution. <p>Next steps to try:</p> <ul style="list-style-type: none"> ● School-wide handwriting programme. ● Typing Jungle - 'Vocabulary and Spelling' based touch typing lessons (40 weeks of activities at each level) <ul style="list-style-type: none"> ○ Level 3 - Affixes and Sight Words ○ Level 4 - Word Parts and Sight Words ○ Level 5 - Base Words and Sight Words ○ Level 6 - Affix Families ○ Level 7 - Latin and Greek ○ Level 8 - Focus words (complex words).

Data at a Glance:





Curriculum Areas

FOCUS AREA - ARTS

St Martins School has achieved success in its Performing Arts program this year, demonstrating broad engagement and high levels of student participation. The "Strum Strike Blow" program saw increased numbers and strong interest for the following year, indicating its popularity and effectiveness. The school also successfully participated in the "Showquest" event in Term 2 and the "Christchurch Schools Music Festival" in Term 4. These events provide valuable performance opportunities and contribute to a arts culture within the school.

Across different teams within the school, there has been diverse and comprehensive arts coverage. The Explorers team provided fantastic coverage across all arts areas with specific units taught weekly, while the Discoverers team saw success with their Friday rotation, ensuring all children experienced each area of the arts. The Navigators team also implemented a successful Friday rotation for Dance, Drama, and Music, utilizing the Charanga music platform and incorporating Art activities that developed creative and technical skills. The High Fliers team offered a weekly Contemporary Dance class for Years 7 and 8 students and achieved significant success in Hip Hop, with one team placing first at national championships. Additionally, a collaborative music rotation in the High Fliers team allowed students to choose instruments, leading to high engagement and enjoyment.

Looking forward, the school plans to expand offerings with an Explorers dance group, share the Performing Arts Curriculum with staff, and employ a music tutor for dedicated sessions. Participation in the Christchurch Schools Music Festival Choir will be refined, and Marimba will be included in "Strum Strike Blow." A school-wide showcase or production is also planned for Term 3. These future steps build upon the year's successes, indicating a continued commitment to enhancing and expanding the Performing Arts program and providing enriched opportunities for all students.

FOCUS AREA - Sports / PE

St Martins School experienced another successful year in sports, with high student participation and achievement across a wide range of events and tournaments. Staff meetings focused on improving PE teaching, resulting in a noticeable increase in physical activity and structured lessons across the school. A sport-specific plan is being developed for 2025, targeting 7-8 sports for further development, indicating a proactive approach to continued improvement.

Each team within the school demonstrated significant achievements. Explorers focused on fundamental movement skills, striking skills through the Football Literacy Programme, Cross Country, Zone events, Athletics, SMART Touch Rugby, and Swimming. Discoverers had a successful touch tournament, weekly PE rotations, Cross Country and Athletics events, Zones Cross Country, mini PE lessons, SMART Touch, and Miniball, with a high percentage of students noting PE as a highlight in their reports. Navigators participated in Mixx Korfball, Swimming and Cross Country Zones, a school Duathlon, various winter sports, and achieved placings in Athletics Zones, Mountain Biking, and Hip Hop, reflecting increased student participation and enjoyment. High Fliers excelled in events like Slow Pitch, Swimming and Cross Country Zones, Duathlon, Mixx Korfball, Winter Sports, Summer Tournament, Athletics Zones, Mountain Biking, and Hip Hop, with many students achieving placings.

Looking ahead, the school plans to build on staff meetings and implement a new PE overview. To ensure younger students gain exposure to sports, events for all ages will be continued. The PE team is developing a senior school sports academy, providing opportunities for selected students to lead in sports. The calendar of events will remain similar in 2025. Overall, the year highlighted strong sports participation, diverse offerings, and notable achievements across all teams, with plans in place for future growth and development.

FOCUS AREA - Transition to School

The Transition to School program at St Martins School has focussed on building strong relationships and implementing effective pedagogical strategies. The program prioritized Tuakana-Teina relationships, notably through regular hui between Explorers 1 and Year 7/8 students, fostering connections between the school's youngest and oldest learners. A successful buddy reading program in Term 2 and weekly rotational physical education sessions led by senior students further solidified these positive interactions. Notably, a senior student's weekly assistance in tracking reading progress and providing lunchtime support demonstrated strong student leadership and support within the school.

Student progress has been evident across the board. All children have shown forward progress in writing, with four students making accelerated progress. In reading, students are successfully progressing through the iDeal reading and spelling concepts, leading to increasing fluency with associated texts. Evidence of the Structured Literacy approach's success is seen in the increasing consistency of student bookwork across all year levels. Staff have visited other schools to observe best practices, incorporated oral language strategies from Reggio Emilia approaches, trialed the Perceptual Motor Programme (PMP), and explored the integration of play-based learning and structured literacy through webinars. This continuous learning has directly informed classroom practices and will continue to do so.

Looking ahead, the program aims to further enhance the oral language curriculum, continue the PMP, and provide support to preschools in implementing Structured Literacy. Budget requests have been made for iDeal books, PMP equipment, and storage containers, demonstrating a commitment to resource and sustain the program's success. The positive feedback from parents and staff about the classroom culture, the smooth transition of a relief teacher, and the ongoing relationships with local preschools all further underscore the program's positive impact and effectiveness.

Statement of Compliance with Employment Policy

The following questions address key aspects of compliance with a good employer policy:

Reporting on the principles of being a Good Employer	
How have you met your obligations to provide good and safe working conditions?	<p>The St Martins Hato Mātene Board regularly review our Policies as per the schedule. They are kept up-to-date and implemented to provide good and safe working conditions for all employees.</p> <p>We also take a number of steps, including:</p> <ul style="list-style-type: none"> • Conducting regular risk assessments to identify potential hazards and take steps to mitigate them. • Providing appropriate training and supervision to employees to ensure they can perform their jobs safely. • Maintaining equipment and machinery to ensure they are safe to use. • Ensuring that the workplace is clean and well-maintained. • Encouraging employees to report any hazards or safety concerns they encounter.
<p>What is in your equal employment opportunities programme?</p> <p>How have you been fulfilling this programme?</p>	<p>Applicants for employment are treated according to their skills, qualifications, abilities, and aptitudes without bias or discrimination.</p> <p>All employees and job applicants are treated fairly and without discrimination. Through School Docs we have an EEO policy that emphasises our commitment to fairness and equal opportunities.</p> <p>Employees are able to report discrimination or harassment, and we take complaints seriously and investigate them promptly.</p> <p>We do our best to ensure diversity in recruitment, while selecting the best candidate for the position. Recruitment practices are fair and inclusive, reaching out to a diverse pool of candidates and avoiding any bias or discrimination.</p> <p>All employees have equal opportunities for advancement.</p>
How do you practise impartial selection of suitably qualified persons for appointment?	<p>Before beginning the recruitment process, we ensure that the job requirements and selection criteria are clearly defined and communicated to all candidates. This helps to ensure that all candidates are assessed against the same standards.</p> <p>We use objective and standardized assessment methods such as structured interviews to evaluate candidates' suitability for the role. These methods are based on the job requirements and selection criteria.</p> <p>We recognise and discuss unconscious bias and how it can affect the selection process, in order to avoid it. For example, we avoid making assumptions based on the candidate's gender, race, age, or other personal characteristics.</p> <p>Following our school appointment policies and procedures, we aim to select a diverse appointment panel to ensure that the selection process is fair and impartial. The panel includes a variety of members who represent different backgrounds and perspectives.</p> <p>We keep detailed records of the selection process, including the criteria used to assess candidates, referee comments and the reasons for any decisions made. This helps to ensure that the selection process can be reviewed and audited if necessary.</p> <p>Upon request, we provide feedback to unsuccessful candidates to help them to improve their skills and performance for future job applications.</p> <p>We follow NZSBA advice and guidelines for employment.</p>

<p>How are you recognising,</p> <ul style="list-style-type: none"> - The aims and aspirations of Maori, - The employment requirements of Maori, and - Greater involvement of Maori in the Education service? 	<p>St Martins Hato Mātene provides a safe and inclusive environment for all staff, and students.</p> <p>We develop aspects that reflect Māori aspirations and needs, such as increasing Māori representation in decision-making positions on our board and incorporating Māori language and culture into our curriculum to help ensure our Māori students have access to culturally appropriate teaching and support.</p>
<p>How have you enhanced the abilities of individual employees?</p>	<p>St Martins Hato Mātene provides individualised professional growth cycles to enhance the abilities of individual employees in a strength based approach to grow staff capabilities.</p> <p>We provide regular training and professional learning and development opportunities to help employees develop new skills and knowledge. This has included staff PLD, workshops, courses, and conferences.</p> <p>We provide mentoring and coaching to employees, especially new employees, to help them develop their skills and knowledge. This is done by pairing them with experienced staff members.</p> <p>We provide regular feedback and recognition to employees for their work, including areas where they have excelled and areas where they can improve. This helps to motivate them and improve their performance.</p> <p>We provide opportunities for employees to take on leadership roles and to advance in their careers. This includes providing opportunities for professional development and career advancement within the school or in external workshops.</p> <p>We foster a positive work environment that supports employee well-being and encourages open communication. This includes providing a safe and healthy work environment, offering flexible work arrangements, and encouraging employee feedback.</p> <p>We provide employees with the resources and tools they need to do their jobs effectively, such as up-to-date technology, instructional materials, and equipment.</p>
<p>How are you recognising the employment requirements of women?</p>	<p>St Martins Hato Mātene provides a flexible workplace for female employees.</p> <p>Sharing of scholarship opportunities.</p> <p>We offer flexible work arrangements, such as part-time work or job sharing, to accommodate the needs of women with caregiving responsibilities.</p> <p>We implement family-friendly policies such as parental leave and flexible meeting schedules to support working parents.</p> <p>We address unconscious bias by implementing policies that promote gender equality, such as gender-neutral job descriptions and recruitment processes.</p> <p>We promote work-life balance by encouraging employees to prioritise self-care and mental health.</p> <p>We foster a culture of inclusivity by promoting diversity and inclusion, providing opportunities for feedback and collaboration, and encouraging open communication.</p>

How are you recognising the employment requirements of persons with disabilities?	St Martins Hato Mātene is a mobility accessible environment and will endeavour to meet any specific additional needs of any staff if the need arises.
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Good employer policies should include provisions for an Equal Employment Opportunities (EEO) programme/policy . The Ministry of Education monitors these policies:

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

SPECIAL and CONTESTABLE FUNDING

Out of School Music

MoE Funding: \$9304

Number of tutors : 5

We offer: Violin, Flute, Trumpet, Trombone, Cello, Saxophone, Clarinet

27 children were involved in this programme in 2024. The children share their learning with the school and parents during the year. Progress can be seen year on year at the end of year concerts.

KIWISPORT FUNDING

MoE Funding: \$7721.56

SMS | HM Spend: \$7241.87

We used our Kiwisport Funding on resources that enhance the programmes and experiences tamariki at SMS | HM can engage in.

- Netballs
- Soccer balls
- Basketballs
- Volleyballs
- Hurdles equipment
- Discs
- Swimming sports
- Primary Sports Canterbury Subscription