

# Progress and Achievement at St Peter Chanel School Motueka 2023

Results from data collected for end of Term 4 2023

MATHEMATICS Year 1-8 Results		PERCENTAGES (Rounded)
WELL BELOW	0	0%
BELOW	4	7%
AT	52	91%
ABOVE	1	2%
TOTAL	57	100%

READING TERM Year 1-8 Results		PERCENTAGES
WELL BELOW	0	0%
BELOW	5	9%
AT	48	84%
ABOVE	4	7%
TOTAL	57	100%

WRITING Year 1-8 Results		PERCENTAGES
WELL BELOW	0	0%
BELOW	10	18%
AT	47	82%
ABOVE	0	0
TOTAL	57	100%

## Achievement across the core curriculum areas

These results are for the 57 students enrolled from Year 1-Year 8. Please note we had two students who were dual enrolled at Health School as well as St Peter Chanel School – we have no current assessment data for these students – this will be held by the Health School.

### Mathematics:

**92%** of student are achieving at or above the expected curriculum level, with **8%** achieving below. Out of the **4** students achieving below, **1** of those below is Māori (a boy), equating to **25%** of the students below, were Māori.

### Reading:

**91%** of students are achieving at or above the expected curriculum level, with **9%** achieving below. Out of the **5** students achieving below, **2** of those below is Māori (a boy), equating to **40%** of the students below, were Māori.

### Writing:

**82%** of students are achieving at or above the expected curriculum level, with **18%** of students achieving below. Out of the **10** students achieving below, **1** is Māori (a boy), equating to **10%** of the students below, were Māori.

### Analysis

Overall student achievement at St Peter Chanel School in 2023 was very good - amongst the best results we have had in the last 10 years of the school. Writing remains our students' most challenging subject, as not only did we have the most students at risk with their learning, we also had no students achieving above their expected level. Māori students make up 30% of our roll, and Māori students were over-represented in those not achieving the expected level for their age in the area of Reading. Our Māori students are achieving within the expected representational rates in Writing and Mathematics, this is an improvement from last year's results.

**Special educational needs of our students**, (breaking down our students at risk of not achieving), we have a community of immigrant students whose first language is not English (we have 10 students

receiving ESOL funding support from the Ministry of Education). It often takes students several years to become fluent in reading and writing English, even if they have parents who are native or fluent English speakers. Some of these students have entered the country and been enrolled at SPC within the last 6 months and so are still very new to /English-medium schools. We have a number of students who are diagnosed with neurodiversity or who are awaiting a diagnosis and those students who have been exposed to trauma at a young age. Neurodiversity often impacts learning or prove to be a barrier to learning. There are also a proportion of students who were only enrolled at school once they turned 6. This represents 40 missed weeks of structured teaching instruction and so these students are often at least a year behind in their learning achievement and require acceleration if they are ever to meet their expected curriculum level.

**Accelerated Learning Successes:** Teacher planning and intervention, the support of a teacher aide working alongside students 17.5 hours a week and employing a Reading Recovery teacher have resulted in most of our at risk students achieving their expected level of learning. Professional Learning Development in maintaining our relationship based teaching approach, in having the first year of the Positive Behaviour 4 Learning programme undertaken by our lead teacher (to offer strategies to support learners with neurodiversity and those who have experienced trauma) and our Junior classroom following the structured literacy approach to literacy learning have all impacted on the achievement of those at risk of not achieving with their learning.

**Next steps for 2024:** Along with targeted planning and teaching for those identified as not meeting curriculum expectations, 2024 will see the second year of the PB4L programme to be implemented will align our behaviour management systems to further support positive behaviour for learning, where the theory is put into practise in classrooms. Our two other classrooms will incorporate the structured literacy approach to learning under the guidance of our newly appointed senior teacher. We will also be part of MOE contracts to improve literacy acquisition with the Reading Together Programme taking place in our Junior classroom in Term 1 and with the Accelerating Literacy Learning programme being implemented in our middle classroom. For Mathematics, we will unify the online Math drill and practise programme the middle and senior classrooms use (both will now use MathBuddy) anchoring our learning more firmly in the NZ Curriculum. Our Kāhui Ako PLD will also offer Maths PLD we can take part in and Taha Māori lessons to further support staff cultural competency and foster Te Rēo usage within the classroom and school environment. Senior management consider this many-pronged approach will see students at risk with their learning, make further gains in their individual achievement.