



## St Patrick's School Napier: 2025 Annual Improvement Plan

*This report presents an analysis of student achievement data from 2024, focusing on the percentage of students working within curriculum expectations in Reading, Writing, and Mathematics across Year 2 to Year 8. It also outlines strategic targets and actions for 2025 to lift student achievement and accelerate progress for priority learners.*

St Pat's Students Working Within Expected Outcomes 2024						
		Working Within		Working Within		Working Within
Year 2	Reading	81%	Writing	66%	Maths	75%
Year 3	Reading	90%	Writing	77%	Maths	68%
Year 4	Reading	94%	Writing	94%	Maths	94%
Year 5	Reading	89%	Writing	84%	Maths	92%
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Year 7	Reading	82%	Writing	78%	Maths	76%
Year 8	Reading	79%	Writing	73%	Maths	76%

## Data Analysis and Key Trends

### **Reading**

- A schoolwide strength, with all cohorts from Year 3–6 achieving above 85%.
- Year 4 shows peak performance (94%), suggesting strong early literacy foundations and programme impact.
- A slight decline is noted from Year 6 (87%) to Year 8 (79%), highlighting a potential need to sustain engagement and text complexity in senior years.

### **Writing**

- Writing is the most concerning area across the school, particularly in Years 2 (66%) and 8 (73%).
- Despite an impressive 94% at Year 4, the decline through to Year 8 indicates the need for greater scaffolding, writing mileage, and explicit instruction in later years.

### **Mathematics**

- Strong outcomes in Years 4 (94%) and 5 (92%) reflect the successful implementation of Numicon.
- Lower percentages in Years 3 (68%), 7 and 8 (76%) suggest a need for increased consolidation of foundational knowledge and fluency in these year levels.

## 2025 Achievement Targets

Curriculum Area	2024 Baseline	2025 Target (Working Within or Above)
Reading	81–94%	≥90% across all year levels
Writing	66–94%	≥85% across all year levels
Mathematics	68–94%	≥85% across all year levels

St Patrick's School continues to demonstrate strength in Reading and has made significant progress in Mathematics in the middle years. However, Writing remains a priority, and must be addressed with deliberate, evidence-based strategies. Through ongoing PLD, structured interventions, and careful monitoring, the 2025 goals are both ambitious and achievable.

# **Priority Focus Areas for 2025**

## **1. Lift Writing Achievement**

- Particularly in Year 2 and Years 6–8
- Build sustained progress from Year 4's success

## **2. Strengthen Senior Literacy and Numeracy**

- Address plateauing/decline in Years 7–8
- Prepare students for high school transitions

## **3. Accelerate Progress for Priority Learners**

- Identify students working just below curriculum level
- Target with early, intensive support (Tier 2 interventions)

### **Key Actions:**

- Structured Literacy writing integration Y0–8
- In-class modelling and coaching support for teachers
- Continued use of Learning Journals for formative assessment
- Data tracking at mid-year and termly team discussions

- Writing moderation across teams
- Targeted intervention for priority learners (SENCO, Specialist Intervention Teacher + RTLit)

### **Planned Interventions and Support – 2025**

To address the areas of concern and lift student achievement, the following targeted actions and schoolwide initiatives are underway:

#### 1. Structured Literacy Professional Learning (PLD)

- Provider: Liz Kane Literacy
- Focus: Years 0–8
- Details: All teaching staff participating in a 3-day Structured Literacy workshop series, focusing on evidence-based approaches to the teaching of phonological awareness, decoding, vocabulary, fluency, and comprehension.
- Goal: Strengthen teacher capability and consistency across year levels, especially in early literacy development and foundational writing skills.

#### 2. Mathematics Support Using Numicon

- Approach: Numicon resources and strategies implemented schoolwide.
- Specialist Support: Raewyn Williams supporting as a Mathematics Intervention Teacher for targeted students.
- Goal: Build number sense and conceptual understanding across all levels, particularly for students identified as "Working Within".

#### 3. RTLit In-Class Support

- Function: Literacy intervention specialist works directly in classrooms and alongside teachers.

- Impact: Real-time support for both learners and teachers, promoting responsive, differentiated literacy instruction.

#### 4. Strengthening SENCO Role and Tracking

- Initiative: Ongoing refinement of the SENCO register for effective tracking of students requiring additional support.
- Collaboration: Stronger integration with RTLit, intervention teacher, and classroom teachers for coordinated support plans.

#### 5. Student of Concern Discussions in Team Meetings

- Frequency: Regularly scheduled discussions.
- Focus: Early identification and collaborative planning for students needing academic, behavioural, or social-emotional support.

#### **Next Steps**

- Monitor the impact of PLD and interventions through mid-year assessments and team feedback.
- Continue refining tracking systems and ensure data is used to inform planning.
- Increase communication with whānau for targeted students, particularly in Years 4 and 5 where achievement dips are most apparent.
- Build a professional learning community where teachers share strategies, data analysis, and successes in PLG groups using their PGC goals and spiral of inquiry

Responsible: SLT, Literacy Lead, SENCO, Specialist Intervention Teacher, Classroom Teachers

Accountable: Principal (Gemma Gardiner) and BOT

## End of Year School Data 2024

The focus of how we are demonstrating progress has, in alignment with the NZ Curriculum.

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### **Curriculum Levels**

There are 8 levels stretching from Year 1 through to Year 13. Each level represents a learning stage in that learning area. Every child will reach these benchmarks at different rates and often at different times for different learning areas. It is important to note, in the diagram above, that the levels overlap and span a number of years. A child may be well into a level but not showing full mastery yet. They may spend time showing early or beginning skills in a level before they achieve it, but they are **working within their curriculum level**.

This progress may be different depending on the learning needs of your child.

### **Teacher Talk/Knowledge**

Splitting children between Early and more secure, is a hang over from National Standards, but is also a way for the teachers to hand over information to help with differentiation to the next teacher. This really isn't helpful to parents and we would like to revisit a change in this before we next report. As you can see in the diagram, there is a huge overlap between levels and you can see that one level stretches across quite a span of time.

So we have analysed the children in early levels but really close, for various reasons, to being in the level more securely. Most of these children are just working to show their skills consistently and independently. This creates a different picture of the data. We also know, as teachers, that there are a raft of other reasons why learning is delayed, difficult, and different for learners. Children that may never reach their peers norm, but will progress all the same. This progress should be just as celebrated.

## Piaget's Cognitive Developmental Stages



Pre-Operational Cognitive Stage	Concrete Operational Cognitive Stage	Formal Operational Cognitive Stage
<p><b>Typical Age Band:</b></p> <ul style="list-style-type: none"> <li>• Language development a hall mark of this stage</li> <li>• Do not understand concrete logic</li> <li>• Cannot mentally manipulate information</li> <li>• Unable to understand the opinion of others</li> <li>• Increased use of pretending and use of symbols (eg a broom is a horse)</li> <li>• Little understanding of the principles of 'conservation'</li> <li>• 'Centration' – the tendency to focus on only one aspect of a situation at one time in both social and non-social contexts</li> <li>• Speech is egocentric</li> <li>• Animism: This is the belief that inanimate objects (such as toys and teddy bears) have human feelings and intentions</li> <li>• Artificialism: This is the belief that certain aspects of the environment are manufactured by people (e.g., clouds in the sky)</li> <li>• Irreversibility: This is the inability to reverse the direction of a sequence of events to their starting point</li> </ul>	<p><b>Typical Age Band:</b></p> <ul style="list-style-type: none"> <li>• Grasp of logical concepts limited to tangible areas (can conserve numbers not mass)</li> <li>• Can mentally manipulate information – begins to take other points of view</li> <li>• Infers what another person is thinking</li> <li>• Still magical in their thinking</li> <li>• Still animism – during the first stage only objects that move have a purpose. In the next stage only objects that move spontaneously are thought to be alive</li> <li>• Able to justify their thinking</li> <li>• Just learning to organise their thoughts cohesively</li> <li>• No abstract reasoning yet</li> <li>• Able to distinguish fantasy from reality</li> <li>• Able to apply creative thinking to problem solving</li> <li>• Increased memory, attention span</li> <li>• Greater impulse to control persistence and resilience working on a project</li> </ul>	<p><b>Typical Age Band:</b></p> <ul style="list-style-type: none"> <li>• Hypothetical-deductive reasoning: the ability to think scientifically through generating predictions, or hypotheses, about the world to answer questions.</li> <li>• Problem solving becomes systematic and organised, rather than trial and error.</li> <li>• Abstract thought – concrete operations carried out on ideas, rather than things (as seen in the earlier concrete operational cognitive stage). Individuals can think about hypothetical and abstract concepts they have yet to experience. E.g., beauty, love, freedom, morality</li> <li>• Individuals understand the concept of transitivity – that a relationship between two elements is carried over to other elements logically related to the first two.</li> <li>• Adolescent egocentrism – or heightened self-focus. This comes from attributing unlimited power to their own thoughts.</li> <li>• Create an imaginary audience – the adolescents' belief that those around them are as concerned and focused on their appearance as they themselves are.</li> <li>• Personal fable – belief that one is unique, special, or invulnerable to harm.</li> </ul>

### Oral Language/Preparedness for School and Learning

Piaget's Developmental Stages are crucial to us understanding pathways of learning and readiness. As you can see, when our Angels arrive, Language development must be a key focus. We have increasing numbers of children arriving at school, with little to no oral language skills, not toileting independently, device dependent, lacking social communication skills. We have developed our Play Pedagogy to meet the demands and needs of these children, meeting them where they are at. This may mean they are not at all ready for formal learning YET! But this has a significant knock on effect to what travels up through the school and in trying to meet these curriculum benchmarks at expected times.

### Learning Needs and Difficulties

We have significant numbers of students in each cohort, who have a raft of different learning, social and emotional needs. All of which affect the trajectory of meeting the curriculum benchmarks at normal rates. Students with; Dyslexia, Dyspraxia, Dysgraphia, Trauma (Birth trauma, significant events, ongoing events), ADHD, Sensory Needs, and ESOL (English as Second Language), are part of every class.

A very small minority of these students will be receiving external agency services such as RTLB, Speld tutor, Counselors, Ministry, OT. Some may be medicated.

### **Red Brain/Green Brain**

Neuroscience teaches us that we have a flight/fight/freeze mode when triggered, heightened or scared. A mental response to survive activates Red Brain. It overwhelms our Green Brain and our ability to reason. However Green Brain is the place of calm, and where executive functioning and reason happen - ie learning!! As teachers, we know our Play learning is helping our children to build; resilience, problem solving skills, safe response and safe self-regulating skills. Our safe, happy children learn.

### **Key Competencies and Growth in other areas of being a Learner**

Key competencies are the capabilities people have and need to develop, to live and learn today and in the future. They are part of the NZ Curriculum and therefore need to be explicitly taught. KC's encompass knowledge, skills, attitudes and values. They work together and influence each other. They require action - demonstrated in performance.

We expect our St Pat's kids to be critical thinkers, resilient, problem solvers, negotiators, supporters, questioners. We also expect our children to build an understanding of who they are as a learner, what their strengths and weaknesses are, what strategies help them learn best, and to recognise their passions. This happens across our NZ Curriculum, not just in Literacy and Maths.

**So let's look at the story of our Year 4-6 cohorts...**

[Year 4](#)

[Year 5](#)

[Year 6](#)

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### Student Report Comments

Please read comments straight from the children about what they think about themselves as a learner.

Child A (ESOL, no English when starting last year) - I like to build bases with my friends and play football and I love my teachers and jokes that my friends say and playing at the base at morning tea and lunch.

Child B (New last year, labeled 'naughty' child) - the best part of my year was my best friends helping me, my lovely teachers teaching us and all the experiences that we have come across.

Child C (New, Learning Difficulties) - this year has been great. I love my teacher and I did art. I did all the things I loved. It was quite fun, I can't believe it's all gone. I loved learning and loved independent learning. I can't believe how lucky I got. I can't believe that so much. I learnt so much, so yeah now I'm having happy memories.

Child D - The best part of my year was probably working together with my friends to create one of the best bases in the school and playing together in it. But it's sad that I'm leaving this school next year because this school is a great part of my life and I'm going to lose all of it, but I'm not losing my friends.

Child E (Learning Needs, New) - I really enjoyed the tabloid day and being able to do it with my sister. I have made some friends, I can't even count them. I like learning lots of new things, like my 2 timetables. I have no more nerves coming to school because I'm an independent boy.

Child F (LD's, not able to join in workshops until this year) - I love my improvement in my Maths because I could join in and learn my numbers. (Numicon is now her favourite tool).

Child G (Severe Dyslexia) - I have improved over the 2 years in your class. Writing is easier now. I am writing longer stories and I know how to spell lots of words. I loved when we built marble runs. We made some big ones. I liked building and gymnastics.

Child H (Dyslexia - a child who knows his passions!!) - I know how to spell lots of words now and I can use them in my writing. Story writing is much easier. I like using Numicon because it helps me learn. I can remember building huts in Year 2. Now I am a builder and my huts are bigger and have tyre chairs, a clock, beds, a TV, a flag, a toilet and running water.

Child I (Trauma - child not at school for a significant amount of time last year, red brain constantly, massive improvement in self regulation, able to attend workshops and get into green brain really for the first time 3 years into school. School is her safe place.) - I liked when we saw Harold. I liked the 100 day, it was so much fun. My favourite thing was gymnastics. I have improved in writing because in my book it was harder to read and my letters are much neater. Writing is a little bit easier. I have had a happy year because I've liked playing with my friends, especially playing hide n seek or tag at morning tea or lunch. I feel better about my feelings.

