



Grant's Braes School

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Title: Reading term 4 2013	Date: November 2013	Level: Whole school	Subject area: Reading
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Prepared by:

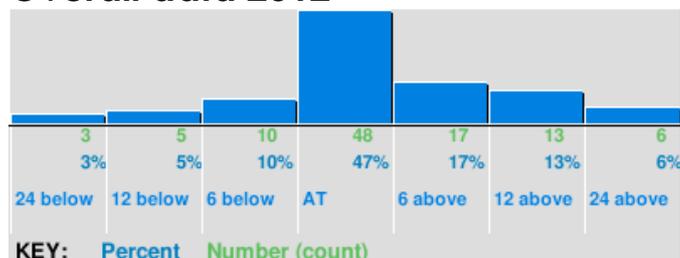
Rational/ Explanation:

Reading is a key literacy skill and underpins access to the curriculum. Teaching reading is a fundamental component of the classroom. In the Early Junior School the emphasis is on decoding skills. The emphasis shifts once the children are able to decode from learning to read, to reading to learn. After attaining level 21 in the PM kit or on a seen ready to read text the children move onto being tested by the PROBE (progressive reading observational behavior evaluation) system in which reading for meaning becomes the focus. Many children's reading levels appear to drop back once they move onto the PROBE system as deeper levels of thinking are required of them.

Assessment data was gathered from all classes in October and November. 2 high needs pupil's data is not included in this report. Data is based on running records in the junior school and Probe tests in the senior school. The overall data for 2012 does not contain the data for children in Year 3 who have reached level 21 and moved onto probe as their data was separate. This has been addressed in 2013 and they are now included. There were 12 students in this category as all are at or above.

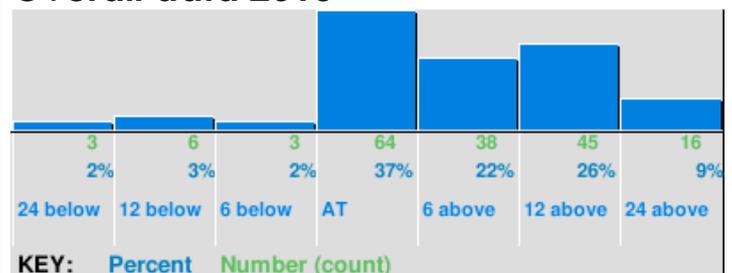
Key:

Overall data 2012



Number of pupils at each stage

Overall data 2013



Number of pupils at each stage

Analysis /evaluation

The data indicates a strong shift to the right. This is made to look more dominant by the missing year 3 students in 2012 data as outlined above. The number of children achieving below has been reduced and we have had good results from reading intervention programmes with this group.

Maori and Pacifica data where they were previously

	Below	At	Above
Maori	21%(3)	64% (9)	14%(2)
Pacifica			

Maori and Pacifica data where they are at now

	Below	At	Above
Maori	15%(3)	37%(7)	48% (9)
Pacifica			

Analysis / Evaluation

The number of Maori students who have moved into the above category is significant and it is great to see this progress. The below children are proving difficult to shift and we continue to try different approaches with these students.

Gender data where they were previously

	Below	At	Above
Male	17%(10)	43% (25)	40% (23)
Female	18%(8)	52% (23)	29% (8)

Gender data where they are at now

	Below	At	Above
Male	7%(6)	54% (53)	39%(38)
Female	6% (5)	64% (49)	30%(23)

Analysis / Evaluation

The gender difference is minimal and very similar to last year. The boys have a slightly higher representation in the above category.

Overall recommendations/Next steps

There is evidence of positive movement in all year levels and the small percentage of pupils not achieving at or above their expected age level is a positive reflection of teaching and learning in the school.

The targeted group of juniors who worked intensively with a teacher all made progress but it appeared to be most effective with the year 2 pupils therefore future targeting of struggling readers in the junior school may be best to be left until year 2 when children have settled more into their learning. There is a group of students who have had ongoing additional adult support through the SEG programme using approaches such as rainbow reading and Lexia – this group of children are progressing but at a slower rate than their age cohort and are typically the children in the pink areas of the graphs. We would recommend that in 2014 we consider another targeted burst of teacher time for a small group of year 2 students if required and that we continue to support the SEG programme. A consideration of applying for a reading

recovery programme to support our current interventions in 2015 needs to be considered.
