



# Grant's Braes School

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<b>P.A.T Listening</b>	<b>Date: 13/3/13</b>	<b>Level: Yr 3 - 6</b>	<b>Subject area: Literacy</b>
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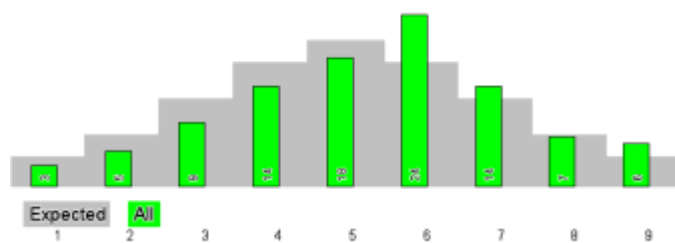
**Rational/ Explanation:** Listening Comprehension PAT data is collected to give us a comparison with reading data. By looking at children's scores in Listening comprehension it identifies children who are processing well but being held back by decoding skills and also highlights children who may be able to read well but are not comprehending well in and oral situation. This enables us to target these children more specifically to their needs.

**Key:** These graphs are broken up into stanines. These tables show the number of children at each stanine.

The grey area shows the national norms for this test.

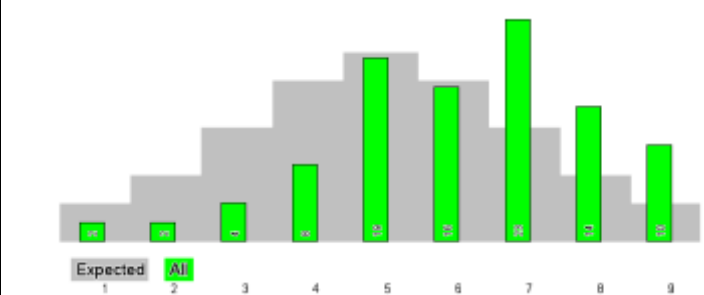
The school expectation is for children to be between 5 and 7. Those below 5 are considered below, Those stanine 7 and above are considered above.

## Overall data 2013



Below	AT	Above
31	56	13
31%	56%	13%

## Overall data 2014



Below	AT	Above
16	35	47
16%	36%	48%

## Analysis

- 2013 data only shows information for students still at school therefore there are no Year 6 children from 2013 within this data.
- The graphs indicate that our scores are well above national norms over the last year.
- 2013 has shown a more even distribution than 2014 with this year a lot less children featuring in the below category.
- Results appear to be much higher overall in 2014 than they were in 2013 with a lot more children in the above area.
- Overall we have less children working below than the national norms

## Evaluation

This year we purchased the new PAT listening test which has been updated with more modern stories that relate to the children's interests and experiences. It was noted anecdotally children laughing while listening to the stories as they were engaged and enjoying them. This was the first year we have used a cd version of the test where all the stories were read aloud from cd rather than the classroom teacher reading them. It would appear from this data that there has been a huge shift in this area compared to last year's data. Last year it was questioned as to whether the physical environment and noise levels from the builders had a bearing on the 2013 results. We now feel that this as well as using a more modern test has had a huge impact on student achievement.

It is important to note all the Year 6 students who did the test had their booklets open while listening to the stories, which is not the correct testing protocol. We wondered if this had an impact on the Year 6 data but note that the Year 5 students who were tested using the correct protocol were the group that had the highest results and that the Year 6 group achieved similar results to other year levels. We therefore believe this variation in testing procedure has had minimal impact on results.

**Maori and Pacifica data where they were previously**

**Maori and Pacifica data where they are at now**

	Below	AT	Above
Maori (9)	22%	67%	11%
Pacifica (2)			

	Below	AT	Above
Maori (12)		50%	50%
Pacifica (3)			

**Analysis**

The number of both Maori and Pacifica children has increased this year so it is hard to make a comparison between both years.

**Evaluation**

**Gender data where they were previously**

	Below	At	Above
Male(58)	24%	59%	17%
Female(42)	40%	53%	7%

**Gender data where they are now**

Gender										
2014 Listening Comprehension Listening Comprehension Test 4: Y5,Y6,Y7										
2014 Listening Comprehension Listening Comprehension Test 3: Y4,Y5,Y6										
2014 Listening Comprehension Listening Comprehension Test 2: Y3,Y4,Y5										
2014 Listening Comprehension Listening Comprehension Test 1: Y3,Y4,Y5										
Graph key	1	2	3	4	5	6	7	8	9	Average stanine
Female	2%(1)	2%(1)	7%(3)	9%(4)	22%(10)	17%(8)	24%(11)	13%(6)	4%(2)	5.85
Male	2%(1)	2%(1)	2%(1)	8%(4)	18%(9)	14%(7)	24%(12)	14%(7)	16%(8)	6.42
#Pupils	2%(2)	2%(2)	4%(4)	8%(8)	20%(19)	16%(15)	24%(23)	14%(13)	10%(10)	(96)
National norms	Low 4%	Below average 19%		Average 54%			Above average 19%		Outstanding 4%	
Percentage for these pupils	2%	6%		44%			38%		10%	

**Analysis**

- There are considerably more boys than girls in this group of students
- Overall the boys are outscoring the girls in this area as evident last year as well.

**Evaluation**

**Summary / Recommendations**

Results from 2014 Listening Comprehension testing show a huge improvement when compared with the 2013 data. Overall children are achieving much higher than the National Norms. The boys have scored better than the girls over the last two years in this area.

There was a huge improvement in the Year 5 and 6 group We think this is largely due to the more up to date and interesting texts

We have taken note of those children who have appeared in the below category for Y4, 5 and 6 and compared this against the asTTle reading comprehension test. For those children below in both listening and reading comprehension we have put them into a SEG comprehension support programme.

There are 13 children who have appeared below in both testing formats.