



Grant's Braes School

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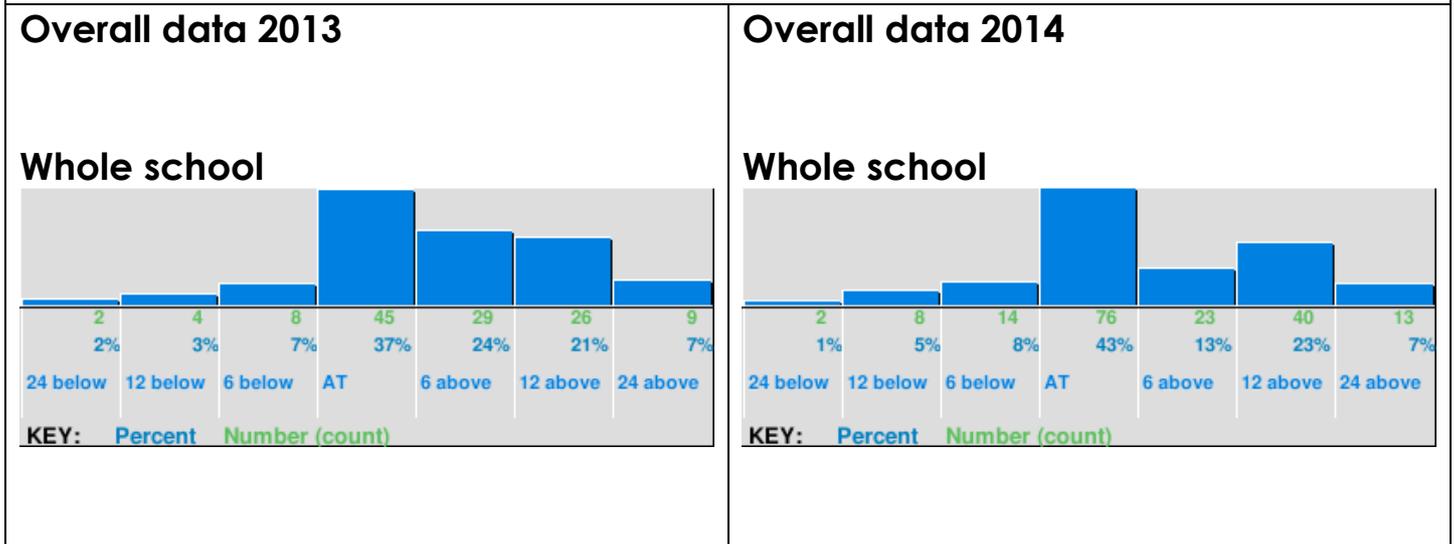
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Title: Mid year Reading Data	Date: 18 June 2014	Level: Year 1 - 6	Subject area: Literacy
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Rational/ Explanation: This reading data is gathered from running records and probe tests throughout the school. These tests give an approximate reading age for students, which is then compared with expectation and chronological age. In Years 1 to 3 major focus is on the skills of reading and tests are more focused on decoding skills and learning to read. The comprehension component is still important and children cannot progress without understanding. Once children have reached level 21 on the PM benchmark test they are then tested using the Probe kit, which has greater emphasis on reading to learn and comprehension of text. We often find children's reading level plateaus at this stage and even drops in some cases by up to 1 year, as the two tests are not consistent in their allocation of reading levels due to the change in focus. Both of these tests give teachers good information on next steps for children in their reading and progress made. The criteria for administering and marking running records is clearly set out within our school and therefore data should be reliable to compare over time. This is not necessarily the case between schools as approaches to administering the test vary. This information contributes to overall teacher judgments in school reports and against National Standards but is only one of the measures considered in making these judgments.

Overall term 2 reading data
Reading age T2 Number of pupils above and below their chronological age



Analysis

The data shows a similar percentage of pupils are reading below their chronological age as were in 2013. There appears however to be a shift in distribution with more children working in the at category and a smaller percentage working above. There has been a number of new entries to the school over the last year with numbers increasing from 124 in the 2013 sample to 175 in 2014. We have identified from our progress graph that a large number of children in the first 12 months of school fall into the AT category as you would expect. The large number of year one students will therefore be weighting the AT category in the 2014 data

All the children achieving below their age had been identified prior to the data being gathered as requiring additional support or programmes and have received intervention. The majority of these pupils fall within the six to twelve-month delay bracket in their reading age. Those below are a group of 11 juniors including 2 high needs pupils and 13 senior pupils. 2 High needs students in the senior school have been excluded from the data as they are unable to be tested. The group also includes 4 ESOL pupils.

The progress data for the junior school shows a positive movement. The majority of students who are below and have been at school two terms are at least matching expected progress.

The number of children working below in this group has had a steady decrease dropping from 24% in 2012 to 14% in 2013 year and 11% this year.

Term 1 - Term 2 2013 progress Junior School



Term 1 - Term 2 2014 progress Junior School



Evaluation

You can see that the junior children made steady progress while they learn the skills of decoding and letter recognition. We are finding an increasing number of the junior pupils are achieving level 21 and being tested on the PROBE reading assessment (14 year 3 students and two year 2 students)

The Probe data shows that this year 86% of our students are reading at or above their chronological age.

Many of children not meeting their age standard are receiving additional support or intervention programmes. However there is a group of pupils who are not receiving literacy support who we believe could benefit from a literacy intervention

Maori and Pacifica data where they were previously

	Below	At	Above
Maori	3 21%	8 43%	4 26%

Maori and Pacifica data where they are at now

	Below	At	Above
Maori	3 12%	14 58%	7 29%

Pacifica		Pacifica	
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Analysis (Factual)

What this shows us now:

The majority of our Maori and Pacifica children are achieving within expectation. Our Maori pupils data shows positive movement in 2014, however this could be in part due to the large group of new Y1 Maori pupils. Our Pacifica group is too small a sample to indicate trends.

Gender data where they were previously

	Below	At	Above
Male	9 15%	40 63%	14 22%
Female	6 11%	43 71%	36 20%

Gender data where they are at now

	Below	At	Above
Male	10 10%	56 60%	28 29%
Female	14 17%	48 59%	19 24%

Analysis (Factual)

Boys are showing a slightly higher representation in the above categories. The girls are showing more at the below level than last year which needs to be looked at more closely.

Overall recommendations/Next steps

Overall the progress in reading across the school is positive and existing programmes are working well for our children. We will continue to monitor the struggling readers and their progress within support programmes. As suggested in previous reports the use of intervention programmes to pull up the below students would be beneficial and build on the learning from previous programmes.