



# TE KURA O PAKIPAKI

## ANALYSIS OF VARIANCE 2015 READING DATA COMPARED 2012-2014

### **Annual Aim**

*To increase the number of students achieving at or above the National Standard for Reading.*

The shift in the students achieving and the shift in the students who are well below are highlighted in the 2014 Data.

### **Baseline Data: Analysis of school wide Reading data in November 2012 identified:**

- 36% of students are achieving above the National Standard.
- 28% of students are achieving at the National Standard.
- 20% of students are below the National Standard.
- 13% of students are well below the National Standard.

### **Baseline Data: Analysis of school wide Reading data in November 2013 identified:**

- 40% of students are achieving above the National Standard.
- 34.5% of students are achieving at the National Standard.
- 16.4% of students are below the National Standard.
- 9.1% of students are well below the National Standard.

### **Baseline Data: Analysis of school wide Reading data in November 2014 identified:**

- 31.8% of students are achieving above the National Standard
- 38.6% of students are achieving at the National Standard
- 13.6% of students are achieving below the National Standard
- 15.9% of students are achieving well below the National Standard

### **2012 Further analysis of the data has shown that:**

- 20% of our Maori students are below the National Standard.
- 13% of our Maori students are well below the National Standard.
- 15% of our female students are below the National Standard.
- 27% of our male students are below the National Standard.
- 13% of our female students are well below the National Standard.
- 14% of our male students are well below the National Standard.

All students at Paki Paki School are Maori students.



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## 2013 Further analysis of the data has shown that:

- 16.4% of our Maori students are below the National Standard.
- 9.1% of our Maori students are well below the National Standard.
- 12.5% of our female students are below the National Standard.
- 21.7% of our male students are below the National Standard.
- 6.3% of our female students are well below the National Standard.
- 13% of our male students are well below the National Standard.

All students at Paki Paki School are Maori students

## 2014 Further analysis of the data has shown that:

- 13.6% of our Maori students are below the National Standard.
- 15.9% of our Maori students are well below the National Standard.
- 7.7% of our female students are below the National Standard.
- 22.2% of our male students are below the National Standard.
- 7.7% of our female students are well below the National Standard.
- 27.8% of our male students are well below the National Standard.

All students at Paki Paki School are Maori students

## Comparisons of Data From November 2012-2014

### We know that:

- According to the 2012-2014 data, there is a slight decrease with the students who are achieving above the expected level for reading. (2012 Above 36%, 2013 Above 40%, 2014 Above 31.8%)
- There has been a steady increase with the students who are achieving at the National Standards. (2012 At 28%, 2013 At 34.5%, 2014 38.6%)
- The results for those tamariki who are working below or well below have no pattern as the results have slightly increased. (2012 Below 20%, Well Below 13%, 2013 Below 16.4%, Well Below 9.1%, 2014 Below 13.6%, Well Below 15.9%)
- There has been a slight change in the data for the female and male who are working below or well below. (2012 Female Below 15%, Well Below 13%, Male Below 27%, Well below 14% and 2013 Female Below 12.5%, Well Below 6.3%, Male Below 21.7%, Well Below 13% and 2014 Female Below 7.7%, Well Below 7.7%, Male Below 22.2%, Male Well Below 27.8%)
- Implement 'how to help your child read' workshops for parents of students in their first 40 weeks at school, or those working well below or below in their 2<sup>nd</sup> 40 weeks of school.
- Implement 'Reading at Home' programme to empower parents and how they can help at home
- Teacher's will actively participate and deliver daily lessons from 'switched on to spelling programme' which will support those who are struggling to decode and encode texts



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- As a staff unpack national standards, literacy learning progressions etc at each level in order to have a better understanding of what students should be doing at each year level.
- As a whole staff teacher's discuss strategies that can be used that will encourage children to engage in reading at home i.e whole school incentives
- Collect data in March, June and Sept, use this in conjunction with overall teacher judgements to give an instructional level for where students are working at Through conversations with the principle, lead teacher make appropriate referrals to Resource teacher of literacy education
- Develop and maintain a well balanced reading programme that includes daily shared reading, reading to and guided reading
- Purchase readers at all levels (especially those reading at well below, below) in which students are able to make connections to
- Purchase more non-fiction books for the library that will enable students to make connections and enjoy different types of texts
- Teacher's to use a trajectory profile chart to monitor student's progress throughout the year. This could be used in conjunction with teacher's teaching as inquiry and also serve as a self assessment tool for individual students.

## **Referring to the Annual Aim:**

*To increase the number of students achieving at or above the National Standard for Reading.*

Aim for 80% of our tamariki achieving at or above the National Standard for Reading.  
Provide PD for the staff to implement the Individualized Reading schedule to monitor each child's progress.