

Analysis of variance reporting - 2015

Parnell District School

School number: 1436

Focus: Reading

Strategic aim: *Our intention is that all children achieving below the National Standard (NS) in reading, writing and mathematics, show accelerated progress, reflected in overall teacher judgements. The pace of progress is expressed in the annual school goals.*

Annual aim: To lift the achievement of all students in reading, especially ESOL students, through the use of specific teaching strategies.

Target: The target for Reading in 2015 is that by the end of the year we will have accelerated the achievement of all students, but especially:

- the 4% (19) who are below, to achieve at the National Standard by the end of 2015,
- the 4% (21) well below, to achieve at the National Standard by the end of 2016,
- the 1 Pasifika student achieving below, to achieve at the National Standard by the end of 2015.

Baseline data:

Our target for reading in 2014 was for 80% of all student's to achieve the National Standard or higher.

Student groups who were not achieving at or above the national standard in reading in 2014:

- 17% of our 100 week students (3) were performing below or well below the national standard 2014,
- 15% of our Year 5 students (10) were performing below or well below the national standard 2014,
- 13% of our boy students (29) were performing below or well below the national standard, 2014,
- 15% of all students (69) are only just achieving the national standard in reading and are at risk of falling below.

Actions: What did we do?

- Strongly encouraged that the links between reading and writing be made explicit to students.
- Introduced STEPS for students who display dyslexic tendencies and who achieved below expectation in the Schonell spelling test. However regular testing did not show sufficient progress to continue with this in 2016.
- Students below or well below the NS in reading in Year 3-4 received support through Rainbow Reading.
- Six students in Year 2 received Reading Recovery.
- Introduced Daily Five in several classes (Y2, 3/4, 5/6).
- Introduced Parnell Readers club before school for students who struggle with reading who may not have support for reading at home.
- Introduced Talk to Learn Programme for students with limited oral language.
- Strengthen school programmes through an emphasis on guided reading, the use of Daily 5, e-learning support and engagement.

Outcomes: What happened?

- The 2015 data total cohort (417 students) is of 57 fewer students when compared with the 2014 data (473).
- The data shows an overall downward shift of 1% from 92% to 91% of students achieving at or above the National Standards in reading, between 2014 and 2015.
- 2% more males (89%) achieved the NS or higher in 2015, while females remained at 95%.
- The 2015 Years 3, 4, 6 and 7 show a downwards % shift of students not reaching expectation, though in all but one year level, this represents fewer children in this category than in 2014.
- The Year 8 (2015) cohort shows a further 5% (from 3 to 2 students) now achieving the NS.

The target for reading for 2015 was to accelerate the National Standard (NS) achievement of the

- 4% (19) of students who were achieving below, to be achieving at the NS:
 - 26% (5) have left the school,
 - **Of the 14 students who remained enrolled at Parnell in 2015, 57% have reached the target,**
 - 35% (5) have not accelerated but maintained their rate of progress,
 - 7% (1) student has dropped to well below.
- 4% (21) of students who were achieving well below, to be achieving below the NS:
 - 33% (7) of the students have left the school,
 - **Of the 14 students who remained enrolled at Parnell during 2015, 28% (5) reached the target,**
 - 64% (9) have not shifted. Many are either ESOL or special needs.
- The one Pacific student who was below the NS has achieved the target and is consolidating their progress.

Reasons for the variance: Why did it happen?

- Some students accelerated their learning in reading possibly due to new programmes introduced in 2015.
- Greater engagement of some students is evident in these new programmes.
- The school developed a specific monitoring and inquiry process to focus teachers on target students.
- There was a high level of transience in the target group with 26% of the below NS group, and 33% of the well-below NS group, leaving

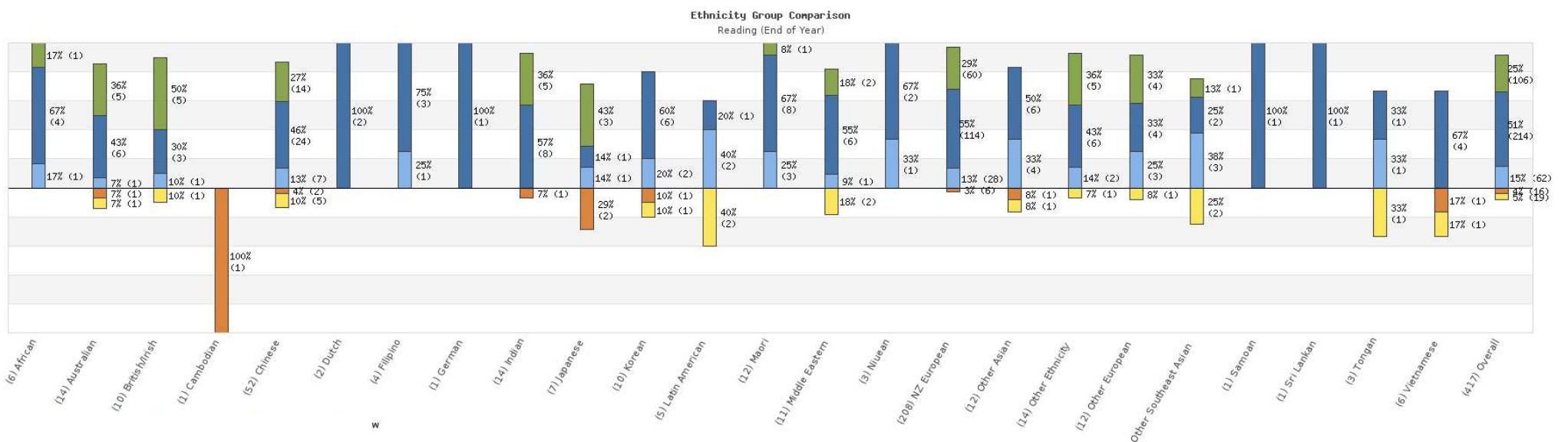
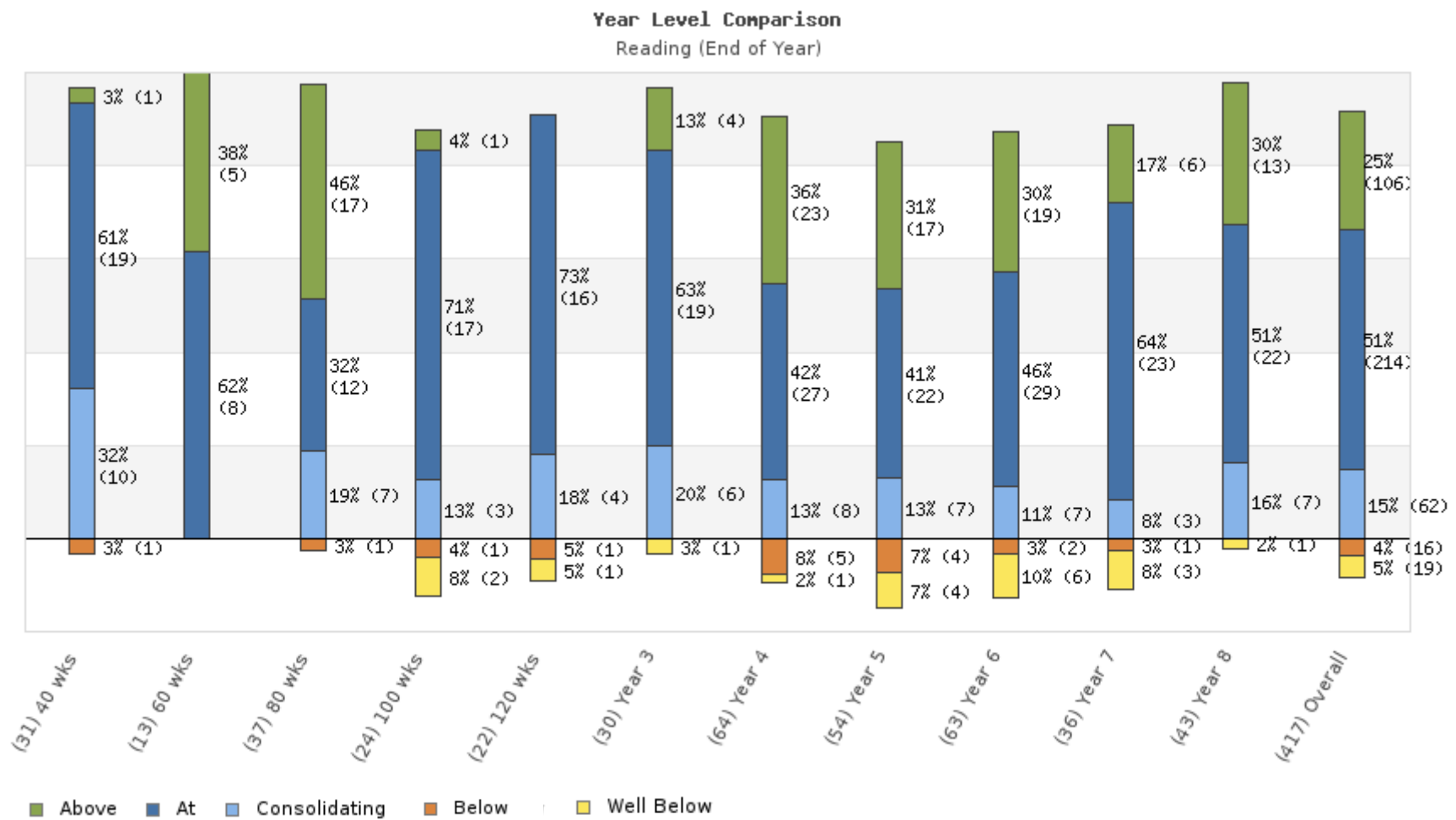
the school during 2015.

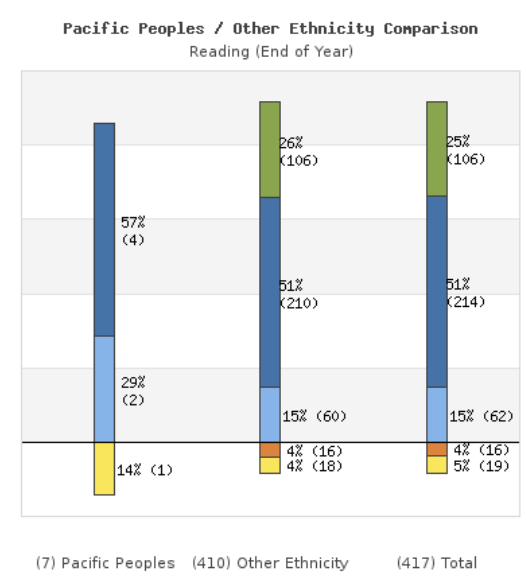
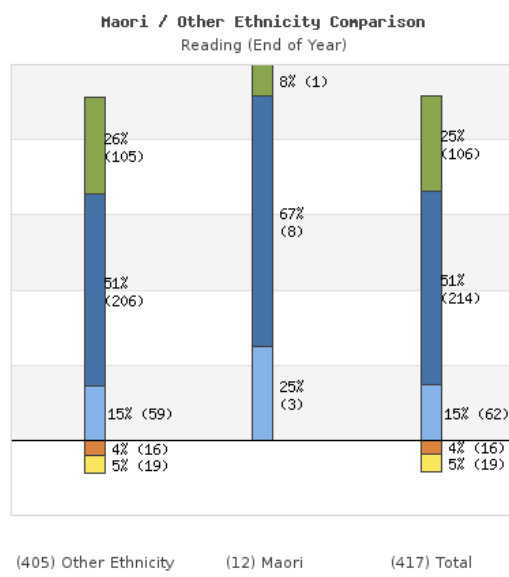
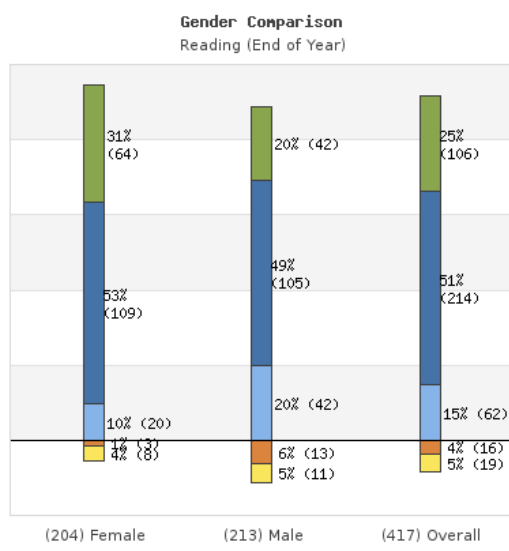
- 11% of the 28 remaining students not achieving the targets, are ORRS funded students with IEPs, and 75% are ESOL funded students.

Evaluation: Where to next?

- The monitoring and reporting of target student progress was revised to ensure it was robust and students were tracked regularly. This will continue in 2016 with each teacher identifying at least 5 target students to track and accelerate across the National Standard subjects.
- Continue programmes introduced in 2015 and extend across the school.
- Prioritise focused interventions aimed at acceleration.
- Engage parents in open active communication through goal setting and progress conferences as well as through Celebration of Learning Days.
- Introduce parent workshops / create video tutorials to help parents know how to help their children.
- Hold regular open days to introduce parents to 21st century ways of learning.
- Have high expectations of student achievement and parent involvement.
- Increase opportunities for buddy reading within class and with buddy class.
- Reading lists for families.
- Continue to promote effective reading pedagogy through the sharing of best practice, modelling and the promotion of Daily 5.

Overall teacher Judgements in Reading – Nov. 2015





Reading Progress – 2012-2015

Year	ABOVE		AT				BELOW		WELL BELOW	
	NO:	%age	'At' NS		Lower 1/3 of 'At'-Consolidating		NO:	%age	NO:	%age
Nov 2012 (429)	218	51%	180	42%	49	11%	19	4%	12	3%
Nov 2013 (428)	214	50%	179	42%	72	17%	21	5%	14	3%
Nov 2014 (473)	237	50%	196	42%	69	15%	19	4%	21	4%
Nov 2015 (417)	106	25%	276	66%	62	15%	16	4%	19	5%

Reading Progress – Boys 2012-2015

Year	ABOVE		AT				BELOW		WELL BELOW	
	NO:	%age	'At' NS		Lower 1/3 of 'At'-Consolidating		NO:	%age	NO:	%age
Nov 2012 (215)	119	55%	84	39%	20	9%	6	3%	6	3%
Nov 2013 (206)	91	44%	90	43%	42	20%	14	7%	11	5%
Nov 2014 (228)	91	40%	108	47%	46	20%	15	7%	14	6%
Nov 2015 (213)	42	20%	147	69%	42	20%	13	6%	11	5%

Reading Progress – Girls 2012-2015

Year	ABOVE		AT				BELOW		WELL BELOW	
	NO:	%age	Total At NS		Lower 1/3 of 'At'-Consolidating		NO:	%age	NO:	%age
Nov 2012 (214)	99	46%	96	45%	29	14%	13	6%	6	3%
Nov 2013 (222)	123	55%	89	41%	30	14%	7	2%	3	1%
Nov 2014 (245)	146	50%	88	36%	23	9%	4	3%	7	5%
Nov 2015 (204)	64	31%	129	63%	20	10%	3	1%	8	4%

Reading Progress – Maori Students 2012-2015

Year	ABOVE		AT				BELOW		WELL BELOW	
	NO:	%age	Total At NS		Lower 1/3 of 'At'-Consolidating		NO:	%age	NO:	%age
Nov 2012 (19)	6	32%	11	58%	4	21%	2	11%		
Nov 2013 (18)	5	28%	11	61%	3	17%			2	11%
Nov 2014 (13)	7	54%	6	46%	2	15%				
Nov 2015 (12)	1	8%	11	92%						

Reading Pacific Students Progress – 2012-2015

Year	ABOVE		AT				BELOW		WELL BELOW	
	NO:	%age	Total At NS		Lower 1/3 of 'At'-Consolidating		NO:	%age	NO:	%age
Nov 2012	Data not available									
Nov 2013 (9)	3	33%	6	67%	5	56%				
Nov 2014 (9)	3	33%	5	55%	3	33%	1	11%		
Nov 2015 (7)			4	57%	3	42%	1	14%		