

ANALYSIS OF 2020 SCHOOL IMPROVEMENT PLAN: **READING**

STRATEGIC AIM	We aim to achieve high standards of student success in all curriculum areas, with a particular focus on READING .
ANNUAL AIM	To improve the achievement of children in Reading across the school and in specific at risk target groups.
TARGET	<p>ANNUAL TARGET: Increase school achievement and reduce race/gender disparity</p> <p>The (9) identified target students will make accelerated progress, bringing their learning achievement level to that consistent with, or beyond, their peers and the New Zealand Curriculum expectations.</p>
IMPACT AND ANALYSIS	<p>BASELINE: At the end of 2019, 95% of students were achieving At or Above their expected curriculum level. In February 2020 the roll decreased unexpectedly (31 students) and there was a need to modify targets. Following the Covid-19 lockdown, 7 new students were enrolled and in July 2020 we modified our targets to include the needs of our new arrivals. Māori learners now make up 40% of our school roll.</p> <p>IMPACT: At the end of 2020 94% of students are achieving At or Above their expected curriculum level.</p> <p>7/9 (78%) of target students have made accelerated progress in 2020.</p> <p>50% of our students are Above expectation in Reading.</p> <p>100% of our students in Year 1, Year 2, Year 5 and Year 6 are At or Above in Reading.</p> <p>2020 Target Students</p> <p>Accelerated progress</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><i>2020 student achievement data (including accelerated progress of target students) has been removed from this document for privacy reasons.</i></p> <p><i>This information was reported to the Karāpiro School Board of Trustees at the meeting of 14 December 2020.</i></p> </div>

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IMPACT AND ANALYSIS

Analysis of the variance of data:

● **All students:**

- In February 2020: 52% (13 students) were At/Above, 48% (12 students) were Below/Well Below
- In August 2020: 72% (24 students) were At/Above, 28% (9 students) were Below/Well Below
- In December 2020: 94% (32 students) were At/Above, 6% (2 students) were Below/Well Below

We have increased the number of students At/Above in February from 52% of students 94% of students. We have reduced the number of Below or Well Below students from 12 students to two students.

● **Gender:**

- In February 2020, 42% (5 students) of males were At or Above
- In December 2020, 86% (13 students) of males are At or Above
- In February 2020, 61% (8 students) of females were At or Above
- In December 2020, 100% (19 students) of females are At or Above

Our female students continue to achieve higher than our males in Reading.

● **Māori and NZ European students:**

- In February 2020, 57% (4 students) Māori were At or Above
- In December 2020, 86% (12 students) Māori are At or Above
- In February 2020, 49% (8 students) NZ Euro were At or Above
- In December 2020, 100% (18 students) NZ Euro are At or Above

There has been a significant shift in Māori achievement (57%-86% At / Above) however there is a higher shift in our NZ Euro students (from 49% to 100% At / Above).

● **Year Level data:**

- 100% of students in Year 1, Year 2, Year 5 and Year 6 are At/Above expectation.
- An analysis of year level data shows that we have shifted the Year 3 & Year 4 disparity, with only 2/15 students in the Below/Well Below category in this cohort. These two students will continue to be targets in 2021.

Monitoring whole school data (ethnicity, gender and year level):

All Students Years 1 - 6		Well Below		Below		At		Above		Total
		No	%	No	%	No	%	No	%	No
ALL	Male	1	6.7%	1	6.7%	9	60.0%	4	26.7%	15
	Female	0	0%	0	0%	6	31.6%	13	68.4%	19
	Total	1	2.9%	1	2.9%	15	44.1%	17	50.0%	34
MĀORI	Male	1	20.0%	1	20.0%	1	20.0%	2	40.0%	5
	Female	0	0%	0	0%	3	33.3%	6	66.7%	9
	Total	1	7.1%	1	7.1%	4	28.6%	8	57.1%	14
NZ/ EUROPEAN	Male	0	0%	0	0%	7	77.8%	2	22.2%	9
	Female	0	0%	0	0%	3	33.3%	6	66.7%	9
	Total	0	0%	0	0%	10	55.6%	8	44.4%	18

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IMPACT AND ANALYSIS	BY YEAR		YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
	% AT AND ABOVE	2018	78	93	92	100	83	78
		2019	100	100	90	92	100	100
		2020	100	100	89	83	100	100
	% BELOW AND WELL BELOW	2018	22	7	8	0	17	22
		2019	0	0	10	8	0	0
		2020		0	11	17	0	0

Reading Age/Level Achievement By Year Level - 2020



Year Level	Well Below	Below	At	Above
2020 Y1	0	3	3	74
2020 Y2	0	0	2	98
2020 Y3	1	4	4	89
2020 Y4	1	1	3	95
2020 Y5	0	0	1	3
2020 Y6	0	0	0	4

SHIFTS IN PRACTICE	FROM:	TO:
	<ol style="list-style-type: none"> Streamed groups Regular Reading material - journals, readers Shift from 'Learning (how) to read' Learning support - listening to Reading "extra reads" Implementing acceleration plans More able readers moving quickly through upper levels Moderating data Awareness of Reading progressions and level guides 	<ol style="list-style-type: none"> Strategic decision to run mixed ability groups (senior school) 'Real Life Reading', Science Box with a Writing link to science curriculum <ul style="list-style-type: none"> shift to Reading to learn i.e. Red/Green Reading boxes with self-selected texts and levels Independent contract work with a comprehension, vocab and self monitoring focus Shift to 'Reading to learn' (for older cohort). Purchased and introduced Reading Eggs across school as a high interest resource - originally as a Covid-19 response but now allocated time in class, and encouraged to use at home;



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<p>SHIFTS IN PRACTICE</p>	<p>TO:</p> <ol style="list-style-type: none"> 4. Targeted use of learning support resource, including Reading with individual students, hearing students read, specific Reading-related practise activities; 5. More targeted goal setting, responsive planning/teaching with a sense of urgency,, and actively noticing and reflecting (junior school); 6. Widening Reading scope and ‘saving’ school Reading material for students further up the school (age appropriate) 7. Strategically using an experienced teacher to add to our moderation processes, to check and re-check to strengthen teacher OTJ; reinstating BURT testing from 6.0years to triangulate Reading data; 8. Developing and using our own school progressions ‘Karāpiro School Curriculum Levels and End of Year Expectations Guide’ and Karāpiro School Reading Progressions to achieve clarity and shared understanding across teachers; starting to use the Karāpiro School Reading Progressions to develop student agency and connect with home (shared expectations)
<p>NOTICINGS TO INFORM 2021 IMPROVEMENT PLAN</p>	<ul style="list-style-type: none"> ● 50% of our students are already Reading Above their expected levels. Investigate Reading extension programme in Year 1, 3, 4, 5 & 6. ● Continue learning support for ‘at risk’ students identified at Year 3 and Year 4 ● Continue to focus on our male students who do not perform at the same level as our female students ● There is a need to further review Reading resources/material across the school (including online resources) ● Continue to develop students’ understandings of the Karāpiro School Reading Progressions ● Teacher confidence in a strengths-based approach ● Shift in teacher practice and transfer of learnings from Maths PLD to literacy learning ● Link to science curriculum has proven to be high interest and engaging for students



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2021 SCHOOL IMPROVEMENT PLAN

At the end of 2021, 95% of students are At or Above their expected curriculum level.

To reduce disparity in gender and race, in 2021 the (5) identified target students (Māori, male) will make accelerated progress, bringing their learning achievement level to that consistent with, or beyond, their peers and the New Zealand Curriculum expectations.

2021 Target Students

*2021 target student information has been removed from this document for privacy reasons.
This information was reported to the Karāpiro School Board of Trustees at the meeting of 14 December 2020.*