

Good Shepherd School Report to Parents and Whānau on Student Achievement

NZCER PAT Reading Comprehension Assessment Term One 2022

PAT Reading Test

PAT: Reading for Years 3-10 helps teachers determine their students' levels of achievement in the knowledge, skills and understanding of reading in the New Zealand curriculum.

The Assessment

For this reading comprehension assessment we administered online assessments to our students. However, we try to avoid students sitting tests that are too difficult or too easy for them; this provides more useful assessment data as well as being a more positive experience for students. Teachers used their judgement to decide who should undertake assessments outside of their year level. A large number of students sat a test one or more years above their year levels.

In this analysis we compared scale scores rather than stanines, as they can be compared directly, regardless of what level test was administered and they are very useful for tracking student achievement over time. Scale scores can also be compared alongside the mean scale score of each year group from a national reference sample.

Stanine Groupings

Figure 1 shows stanines from one to nine placed into five categories and three broad bands, and the percentage of NZCER's national sample of students who scored within each of the three bands. These stanine categories and bands (along with the scale scores from which the stanines originate) form the basis for this report's analysis of GSS student achievement.

Grouping	LOW	BELOW AVERAGE		AVERAGE			ABOVE AVERAGE		OUTSTANDING
Stanine	1	2	3	4	5	6	7	8	9
Percentage of NZCER sample who scored in each category	4%	7%	12%	17%	20%	17%	12%	7%	4%
Percentage of NZCER sample who scored in each achievement band	Stanine 1-3: 23%			Stanine 4-6: 54%			Stanine 7-9: 23%		

1. Overall Performance Entire Group and Cohort Group 2019 -2021

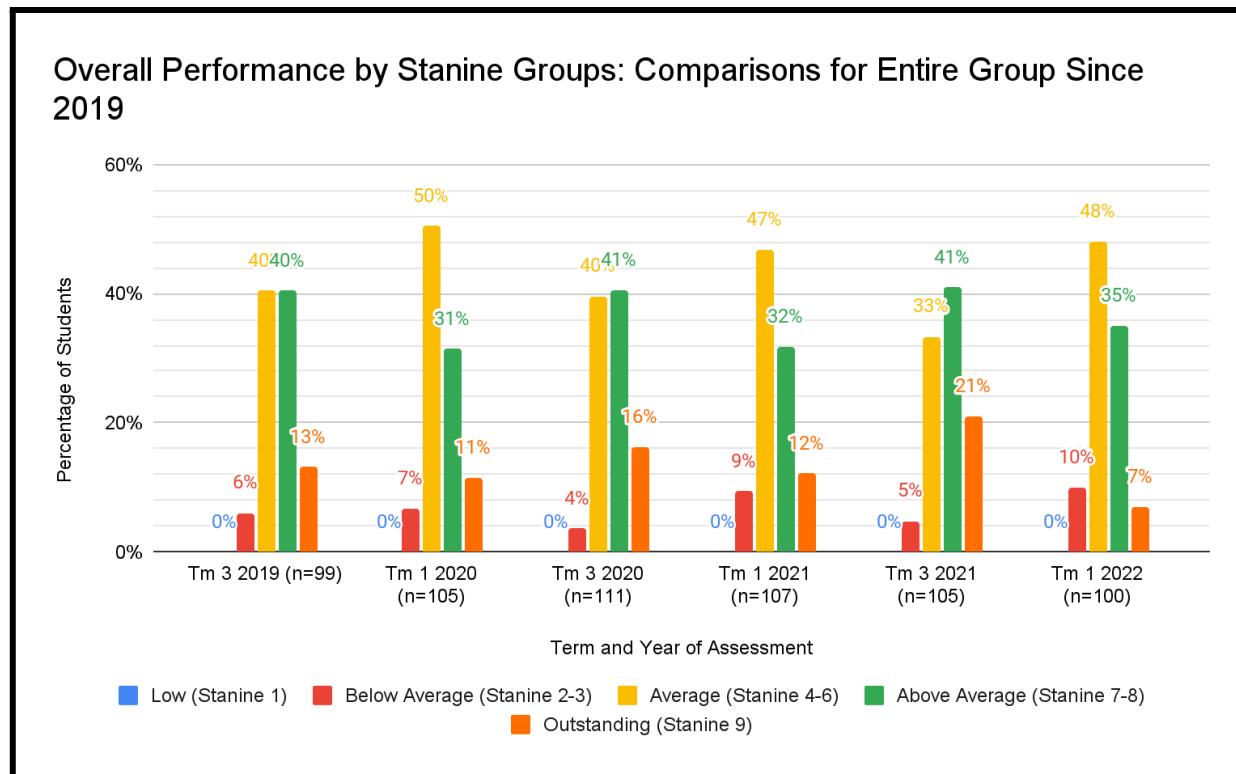


Figure 2: Whole Group Performance in Stanine Categories (as per Figure 1) Since Term 3, 2019

Figure 2 shows that the 90 percent majority of our students remain in average or above categories, which NZCER defines as stanine four to nine. and we do not have any in the lowest category. As a rule, we tend to have a higher percentage of students in above average categories in term three than term one. This term we have fewer children in our outstanding category than previously.

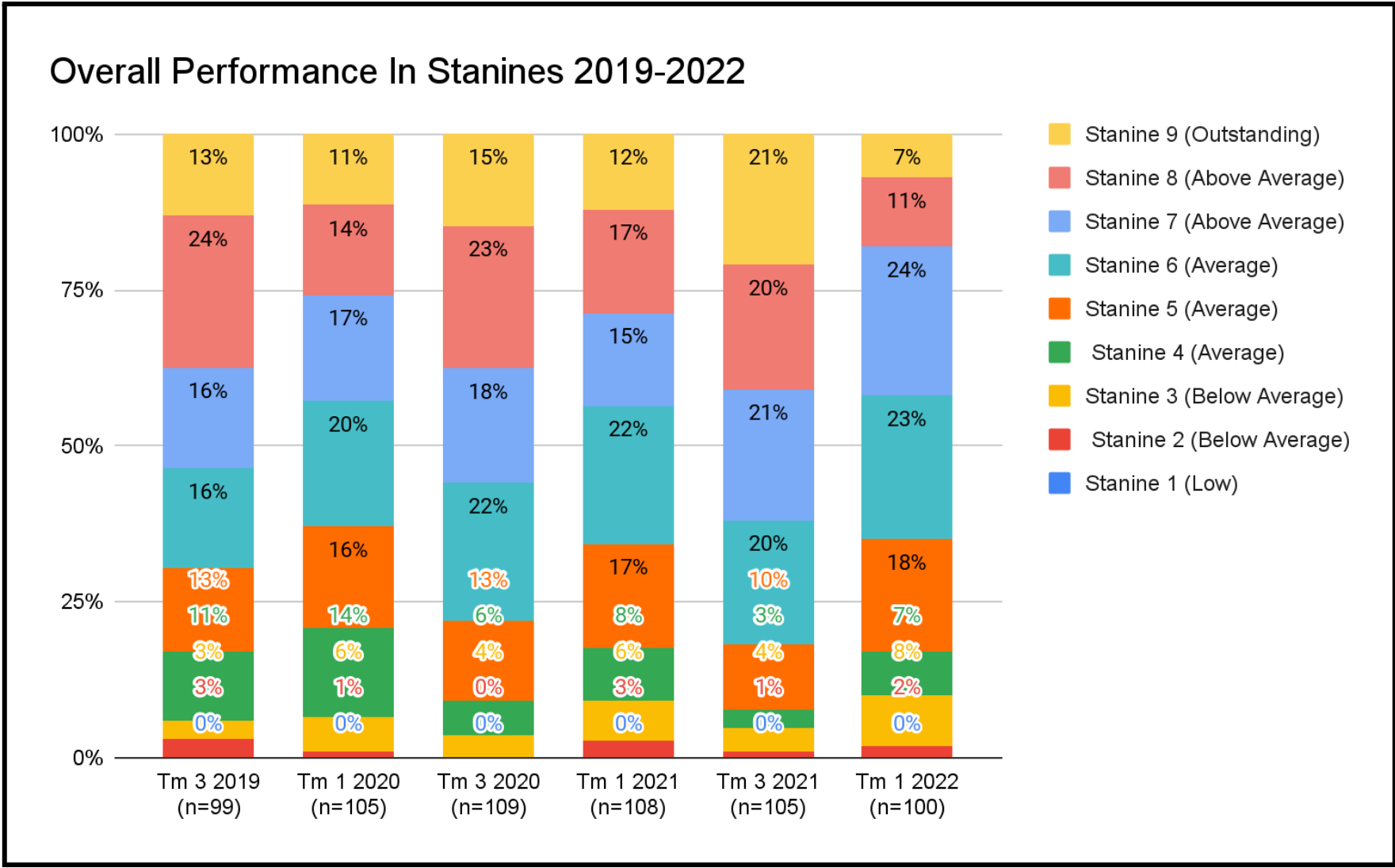


Figure 3: Overall Performance in Stanines 2019-2022

Figure 3 is a new chart which is an attempt to show more clearly the stanine trends, especially post COVID. The most marked change is that there are fewer children now in both Stanine 8 and 9. However, there are not that many more children in Stanine 7 now, suggesting that some of those children in turn have slipped down and so on.

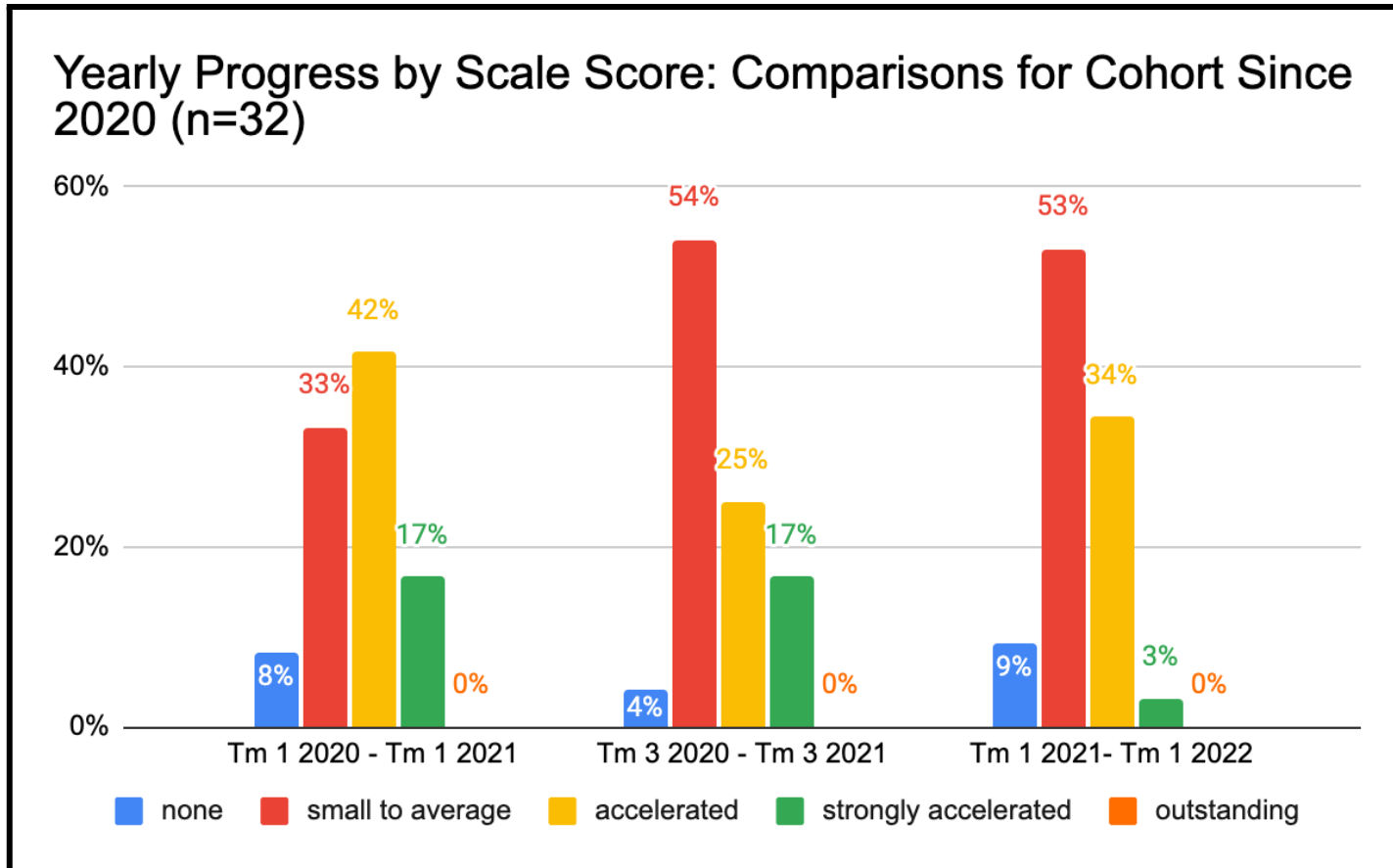


Figure 4: Yearly Progress by Scale Score: Comparisons for Cohort Since 2020 (n=32)

This data only includes the 32 Year 6 students who sat *all six* assessments from Term one, 2020 to Term one 2022. The latest data shows that once again, only 37 percent of those children made a better than average gain over the past year compared with 59 percent in the last term one to term one comparison.

Observations and Next Steps

- PAT data are triangulated with other sources of information about student achievement, e.g. running records, teacher observations
- We have been assessing student achievement through PAT Reading across several assessments and this has allowed us to gauge and address the impact of recent COVID related learning disruptions
- We continue to celebrate the value added at Good Shepherd School in reading with our students, teachers and community but also acknowledge that we face particular challenges currently and that we need to work together to overcome these. We have already begun this process by publishing a notice in the newsletter and setting extra reading homework during the recent holidays.
- We continue with our Reading Recovery programme which has been shown to be successful at Good Shepherd School, and in addition we have a small junior school literacy intervention group. This extra intervention before Year 4 should pay dividends by setting students up for success.