National Science Challenges

A BETTER START

E Tipu e Rea

UC UNIVERSITY OF CANTERBURY
Te Whare Wānanga o Waitaha
CHRISTCHURCH NEW ZEALAND

Predicting children's literacy success and needs

Gail Gillon, Brigid McNeill, Rick Audas, Barry Taylor, Barry Milne, Jesse Kokaua, El-Shadan Tautolo, Leon Iusitini, Rosalina Richards, Tufulasi Taleni, John Everatt, Hyun M. Kim, Nikita Gregory, …, Philip Schluter

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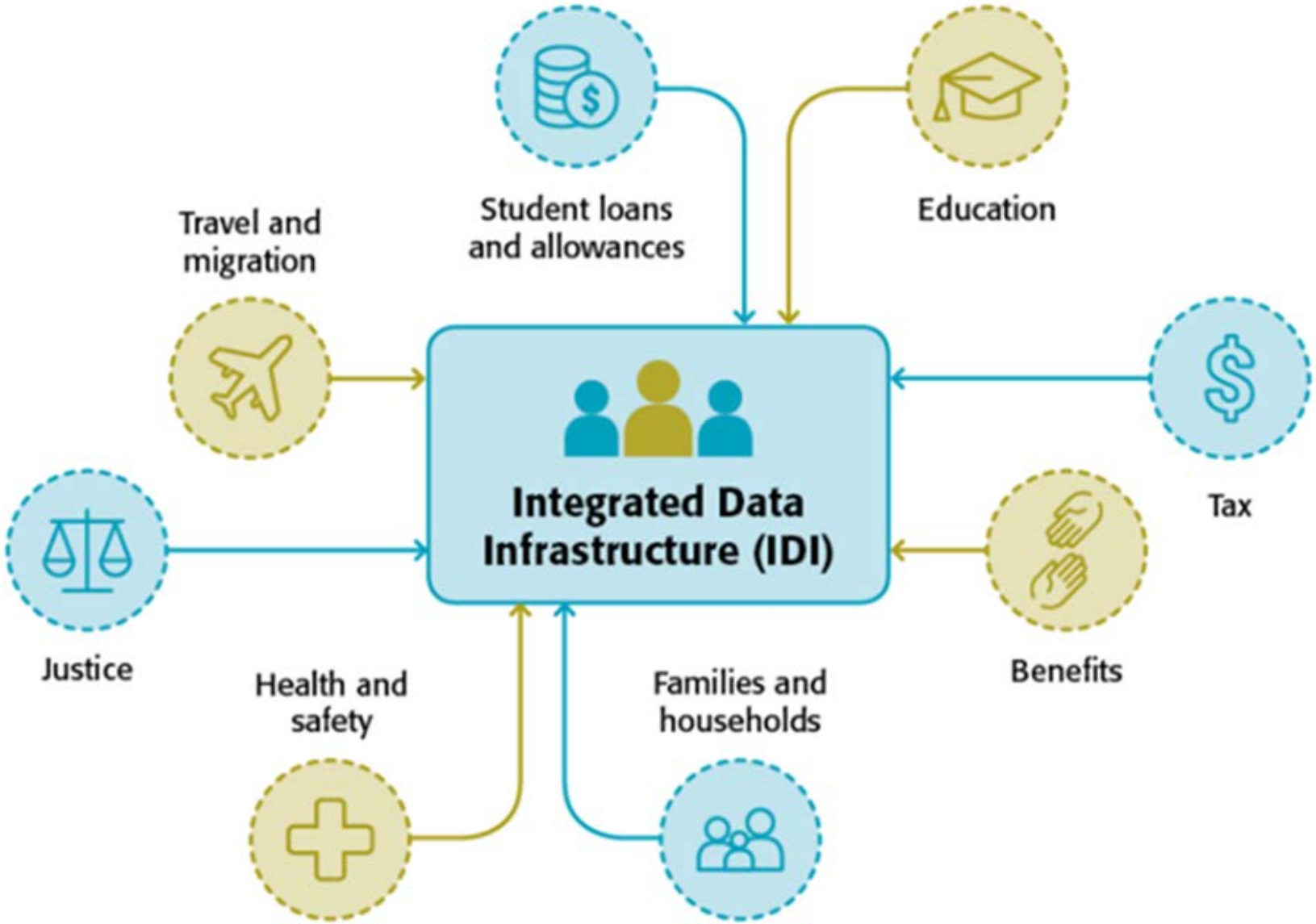
Host Institution

Disclaimer Statement

Access to the data presented was managed by Statistics New Zealand under strict micro-data access protocols and in accordance with the security and confidentiality provisions of the Statistic Act 1975. Our findings are not Official Statistics. The opinions, findings, recommendations, and conclusions expressed are those of the researchers, not Statistics NZ

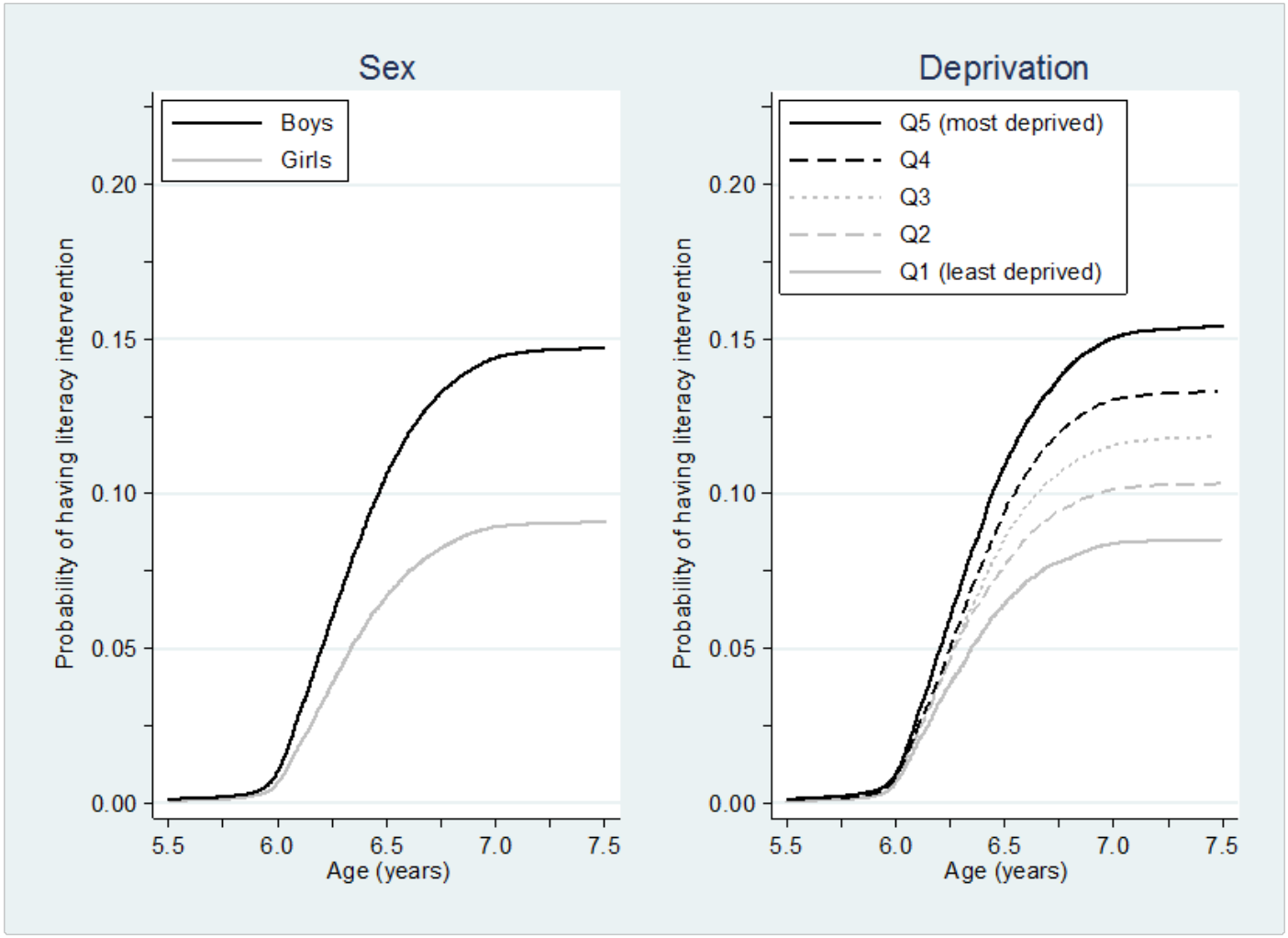
Primary work thus far…

- Kim et al. Agreement between parents, teachers, and Pacific children's perceptions of academic performance at age 6 years: findings from the Pacific Islands Families Study. *Assessment in Education: Principles, Policy & Practice* (under review)
- Schluter et al. Do pre-school developmental indicators predict the future utilization of early primary school-based literacy interventions: a national population study. *Child Development* (under review)
- Schluter et al. Predicting early primary school-based literacy interventions amongst Pacific children: a national population study. *Scientific Reports* (under review)
- Several other papers in preparation:
- Māori children; PIF study prediction; GUiNZ


Student loans and allowances
Education
Travel and migration
Integrated Data Infrastructure (IDI)
Tax
Justice
Benefits
Health and safety
Families and households

National study: following the B4SC

- N=255,093 children aged 4 years had B4SC between: 1 July 2010 & 30 June 2015
- By 31 December 2015, 20,652 (8.1%) children had received at least one literacy intervention ('reading recovery' or 'specialist teaching')
- all considered demographic (sex, domicile area, level of deprivation) and B4 School Check variables (hearing, vision, body weight, behaviour, development) were significantly related to receiving a literacy intervention



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Important ethnic differences

	n	Adjusted[a] HR (95% CI)
Ethnic identification(s)		
European only	129,366	1 (reference)
Māori only	23,394	1.34 (1.27, 1.40)
Pacific Islander only	17,076	1.33 (1.26, 1.41)
Asian only	20,175	0.47 (0.43, 0.51)
Māori/European	34,293	1.22 (1.17, 1.27)
Māori/Pacific Islander	4,677	1.17 (1.06, 1.29)
Pacific Islander/European	5,838	1.00 (0.90, 1.10)
Māori/Pacific Islander/European	5,421	1.12 (1.01, 1.23)
Other	14,853	0.74 (0.69, 0.80)

Note: [a]adjusted for sex, domicile area, level of deprivation, and ethnicity.

However, the full statistical model lacked reasonable predictive power for population screening purposes

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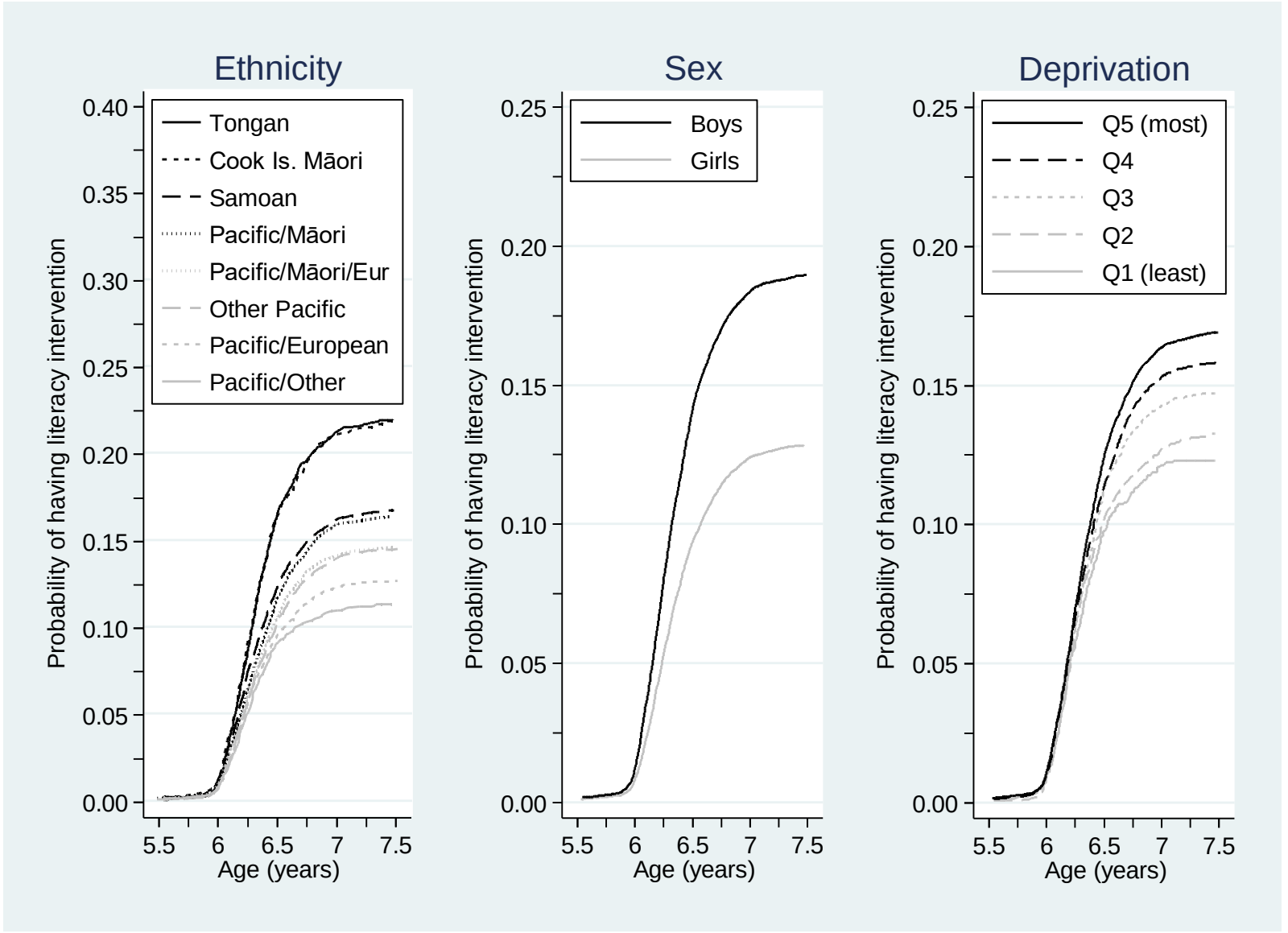

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