2020 Analysis of Variance

Redwood School	2976
Strategic Aim	Students are engaged and empowered through a dynamic student-centred, culturally responsive curriculum
Annual Aims	Continue to develop and implement Redwood School local curriculum. Continue to develop student leadership, agency and voice.
Primary Target	Increase the number of students achieving at or above their curriculum expectation in writing *Teachers were asked to identify students who were below their curriculum expectation, and students who were achieving at but could be extended further.*
Secondary Target	Increase the number of students achieving at or above their curriculum expectation in mathematics

School Data - Primary Target

2019 - End of Year Data in Writing					
Curriculum Judgements	**Gender**	**Working Towards**	**At**	**Above**	**At and Above**
2019	**All**	10%	67%	23%	90%
	Male	12%	72%	16%	88%
	Female	8%	63%	29%	92%

2020 - End of Year Data in Writing					
Curriculum Judgements	**Gender**	**Working Towards**	**At**	**Above**	**At and Above**
2020	**All**	14.7%	81.6%	3.8%	85.4%
	Male	19.7%	77.7%	2.7%	80.4%
	Female	10.1%	85.2%	4.8%	90%

2020 - End of Year Data in Writing					
Curriculum Judgements	**Ethnicity**	**Working Towards**	**At**	**Above**	**At and Above**
2020	**Māori**	20%	77.8%	2.2%	80%
	Asian	11.1%	87.8%	1.1%	88.9%
	Pasifika	15%	85%	0%	85%

Actions	Outcomes	Reasons for the variance	Evaluation
* Redwood Writing progressions developed and being used in classrooms * Slides developed to support the teaching of aspects of the Redwood Writing Progressions * Assessment tool developed using the Redwood Writing Progressions * Analyse data and determine target students. * Cross syndicate moderation of data and samples of writing in Term 3 * Whole School narrative focus in Term 3 * PLD on agency in writing * Individual coaching for teachers around the use of the Redwood progressions * NZCER wellbeing survey completed. * Surveys conducted on target students * Focus on writing in classrooms and around the school. * Sharing of coaching goals and discussion on individual actions to use Redwood Writing progressions * CoL position dedicated to Writing development * Classroom tours - sharing of practice * Work on developing school local curriculum	85.4% of all students were at or above. 90% of female students were working at or above, compared to 80.4% of male students 80% of Māori students were at or above, but only 2.2% of these were working above their curriculum Development of the Redwood Writing Progressions based on the Literacy Learning Progressions have staff greater clarity on the expectations at each level of the school. Development of the slides has supported the teaching of aspects of the Redwood Writing Progressions The focus on agency enabled teachers to consider how to empower students in writing. Whole school narrative focus really highlighted writing, and gave students an authentic purpose for writing a story. Students enjoyed having a published book and felt successful when sharing with whānau and friends Teachers' individual coaching sessions focused around the use of the Redwood Writing Progressions and agency gave them the opportunity to set goals and targets, make action plans and reflect on progress. Having a broader target allowed for a greater number of students to be targeted and better syndicate conversations	Lockdown and COVID-19 meant that students missed specific instruction in writing. We had a focus on wellbeing on students' return to school. This all meant a disrupted beginning of the year for students in their learning. Lockdown and COVID-19 disrupted our PLD programme. Our Literacy Leader and both DPs were absent for Term 1. As a result Literacy did not have such a strong focus for PD during Term 1. We have changed from using the PACT tool to using our Redwood Writing Progressions. We wanted to have one tool that was being used for planning, working with students and assessing. We had felt that the PACT tool elevated students writing level, so that our data did not actually reflect where students were. We feel our data is more reflective of where our students are currently achieving. Coaching also gave a greater deal of accountability for changes of practice.	Using the Redwood Writing Progressions as an assessment tool has really highlighted the gaps in school practice. We have identified spelling as a major concern. As a result half of the school is attending Yolander Soryl workshops to strengthen their practice in this area as a Teacher Only Day. The remainder of the school will focus on developing slides to support the teaching of spelling. The data shows a significant drop in students achieving Above expectation. As a staff we will unpack our thinking of why this is. This may have been a new tool implementation issue. Our Junior team have identified early literacy for our 5 and 6 year olds as a concern. This year we are setting goals in Reading to place a greater focus on this area. We will also be doing a greater analysis of the progress being Ade between our 5 year old entrant data and our 6 year net data. We will be having another whole school writing focus. This will focus on a non-fiction, and be linked to one of our two themes for the year. We will be continuing our work on our curriculum development, including assessment.

Planning for 2021

Continue to develop the use of the Redwood Writing Progressions for planning, teaching, student agency and assessment.
New Literacy Leader.
Specific school targets for both Reading and Writing have been set, with sub targets sitting beneath these.
Focus on spelling as this has been identified as a concern for students, and also for teachers in terms of knowing how to teach spelling.
Whole school writing non-fiction writing focus.
Leadership development for Leadership team.
Coaching will continue for all teachers.

School Data - Secondary Target

2019 - End of Year Data in Mathematics					
Curriculum Judgements	**Gender**	**Working Towards**	**At**	**Above**	**At and Above**
2019	**All**	3%	62%	35%	97%
	Male	4%	57%	39%	96%
	Female	2%	64%	34%	98%

2020 - End of Year Data in Mathematics					
Curriculum Judgements	**Gender**	**Working Towards**	**At**	**Above**	**At and Above**
2020	**All**	10.7%	82%	7.3%	89.3%
	Male	9.9%	80.1%	11%	91.1%
	Female	12.3%	83.7%	3.9%	87.6%

2020 - end of year Data in Mathematics					
Curriculum Judgements	**Ethnicity**	**Working Towards**	**At**	**Above**	**At and Above**
2020	**Māori**	10.4%	84.1%	4.5%	89.6%
	Asian	6.7%	87.6%	5.6%	93.2%
	Pasifika	10.5%	84.2%	5.3%	89.5%

Actions	Outcomes	Reasons for the variance	Evaluation
* Development of Draft Mathematics Learning Progressions * Emphasis on syndicate collaborative planning * Yearly schedule developed for the whole school in Mathematics * Use of termly e-AsTTle Maths assessments for Years 4 - 6 * Broader range of assessments used rather than using PACT * Team Leaders trialled DMIC approach supported by facilitators * Work on developing school local curriculum	We feel like our data is more accurate than in 2019. 89.3% of students are achieving At or Above. Only 3% of girls are working Above their Curriculum Level, as opposed to 11% of boys. Māori and Pasifika students are achieving at similar levels to European students. Asian students are less likely to be working towards the expected curriculum level. Teachers felt their judgements were more likely to reflect students actual mathematical ability compared to last year. Analysis of e-AsTTle data gave teachers insight into class gaps and individual needs. Syndicate planning built collective ownership and support	Lockdown and COVID-19 meant that students missed specific instruction in mathematics. We had a focus on wellbeing on students' return to school. This all meant a disrupted beginning of the year for students in their learning. A change to the range and frequency of assessments gave teachers more timely and accurate information regarding progress and achievement in mathematics. Shared syndicate planning meant that teachers were more confident about the areas that were being taught, and had resources to support their teaching	The levels of students working at or above are relatively consistent across all groups (gender and ethnicity). Numbers of students achieving above the expected level have dropped. Teachers have a greater understanding of what is expected at each level of the school and are confident at putting children at. A focus for 2021 will be on extending students further. Continuation of shared syndicate planning will encourage greater consistency across classes teaching similar year levels.

Planning for 2021

A key action for 2021will be a full scale review of Mathematics teaching at Redwood School. We want to clearly define 'The Redwood Way' of teaching Mathematics to ensure consistency and full understanding of key approaches. Through this review we will develop some progressions in Mathematics, as we have done in Writing to support teacher planning, teaching and assessment, and student goal setting and agency. This should also support the extension of students to achieve beyond their curriculum expectation.

The next stage of the plan will be to develop resources that students can use independently to help them achieve goals derived from these Maths progressions. A clear assessment schedule has been developed, and teachers from Year 4 -6 will be using e-asTTle as an assessment tool to help their understanding of whether their students are achieving. The student reports from e-asTTle will also help student goal setting and agency. Our use of Assessment will also be reviewed in 2021.

A comprehensive long term plan for the teaching of mathematics has been developed school-wide. This has provided teams with clarity on what they are teaching and when, supporting collaborative planning

Through the review of Maths we will be identify areas of strength and areas requiring development, which will determine PLD opportunities in 2022. This will also give us a platform to align with the curriculum refresh of Mathematics occurring in 2022.