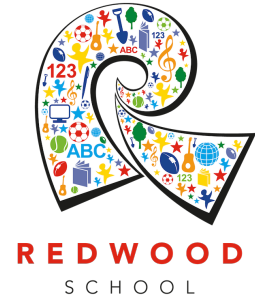




2021 Data - Analysis of Variance



Redwood School		2976
Strategic Aim	Students are engaged and empowered through a dynamic student-centred, culturally responsive curriculum	
Annual Aims	<p>Continue to develop and implement Redwood School local curriculum.</p> <p>Continue to develop student leadership, agency and voice.</p>	
Primary Target	<p>Increase the number of students achieving at or above their curriculum expectation in writing by 5%</p> <p><i>Teachers were asked to identify students who were below their curriculum expectation, and students who were achieving at but could be extended further.</i></p>	
Secondary Target 1	<p>90% of all students will be reading at or above the expected level</p> <ul style="list-style-type: none"> • By the end of Year 1 90% of students will be reading Within or Above the wedge • By the end of Year 2 90% of students will be reading Within or Above the wedge • By the end of Year 3 90% of students will be reading Within or Above the wedge • By the end of Year 4 90% of students will be reading at Level 2 of the curriculum 	
Secondary Target 2	Increase the number of students achieving at or above their curriculum expectation in mathematics	

School Data - Primary Target

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%

2021 - End of Year Data in Writing					
Curriculum Judgements	Gender	Working Towards	At	Above	At and Above
2021	All	16%	81%	3%	84%
	Male	20.7%	78.2%	1.1%	79.3%
	Female	12.2%	83.2%	4.6%	87.8%

2021 - End of Year Data in Writing					
Curriculum Judgements	Ethnicity	Working Towards	At	Above	At and Above
2021	Māori	29.2%	70.8%	0%	70.8%
	Asian	12.6%	83.9%	3.4%	87.3%
	Pasifika	9.1%	86.4%	4.5%	90.9%

Actions	Outcomes	Reasons for the variance	Evaluation
<ul style="list-style-type: none"> * Redwood Writing progressions being used in classrooms * Spelling of Essential Words being regularly tested, with data collected and collated * Slides developed to support the teaching of aspects of the Redwood Writing Progressions * Assessment tool developed using the Redwood Writing Progressions * Cross syndicate moderation of data and samples of writing in Term 3 * Whole School report writing focus in Term 3 * Individual coaching for teachers around the use of the Redwood progressions * NZCER wellbeing survey completed. * Focus on writing in classrooms and around the school. * Sharing of coaching goals and discussion on individual actions to use Redwood Writing progressions * Classroom tours - sharing of practice * Work on developing school local curriculum 	<p>84% of all students were at or above. 87.8% of female students were working at or above, compared to 79.3% of male students 70.8% of Māori students were at or above, but 0% of these were working above their curriculum.</p> <p>Development of the Redwood Writing Progressions based on the Literacy Learning Progressions have created greater staff clarity on the expectations at each level of the school.</p> <p>Development of the slides has supported the teaching of aspects of the Redwood Writing Progressions</p> <p>The focus on agency enabled teachers to consider how to empower students in writing.</p> <p>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</p> <p>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.</p> <p>Having a broader target allowed for a greater number of students to be targeted and better syndicate conversations</p>	<p>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 year for students in their learning.</p> <p>Lockdown and COVID-19 disrupted our PLD programme.</p> <p>An increased vigilance around students attending school when sick meant that students had more time absent from school</p> <p>Our entry data for the last couple of years shows students are coming to school with lower literacy and self-management levels. More students are arriving at school with little alphabet knowledge, meaning that teachers are spending more time on basics that students were previously arriving with. This is having an impact on our Junior Literacy programmes and achievement. Year 1 achievement parameters means that the gap in their literacy is only becomes really evident in the data when they reach Year 2 and Year 3</p>	<p>The drop in our results has been disappointing, considering the effort teachers have put into their writing programmes.</p> <p>Factors that have impacted on our students' achievement:</p> <ul style="list-style-type: none"> • Covid-19 lockdown • Attendance due to illness • Low pre-school literacy. Year 1 teachers having to focus more on alphabet knowledge • Year 1 data doesn't truly reflect how far students are behind - this only become apparent in the data at Year 2 and 3 • Consistent and high expectations have meant that we have greater clarity around how students are achieving <p>Questions to explore:</p> <ul style="list-style-type: none"> • What is the impact of device use on writing? • What is the impact of children reading less outside of school? • How do we get students who be accurate with surface features (i.e. spelling and punctuation) do so independently? <p>We will be continuing our work on our curriculum development, including Assessment for Learning</p>

Planning for 2022

- Continue to develop the use of the Redwood Writing Progressions for planning, teaching, student agency and assessment, with a particular focus of Assessment for Learning
- Specific school targets for both Reading and Writing have been set, with sub targets sitting beneath these.
- Whole school writing focus for Term 3 identified.
- Cultural Competency PLD (Poutama Pounamu) will help us to identify ways to raise Māori achievement
- Coaching will continue for all teachers.

School Data - Secondary Target - Reading

2020 - End of Year Data in Reading					
Curriculum Judgements	Gender	Working Towards	At	Above	At and Above
2020	All	7%	83%	10%	93%
	Male	9.9%	80%	10.1%	90.1%
	Female	5%	85.1%	9.9%	95%

2021 - End of Year Data in Reading					
Curriculum Judgements	Gender	Working Towards	At	Above	At and Above
2021	All	7%	81%	12%	93%
	Male	7.5%	81.6%	10.9%	92.5%
	Female	6.1%	81.3%	12.6%	93.9%

2021 - end of year Data in Reading					
Curriculum Judgements	Ethnicity	Working Towards	At	Above	At and Above
2021	Māori	14.5%	79.2%	6.3%	85.5%
	Asian	4.5%	79.5%	16%	95.5%
	Pasifika	4.5%	95.5%	0%	95.5%

Actions	Outcomes	Reasons for the variance	Evaluation
<ul style="list-style-type: none"> * Close monitoring of student achievement against the wedge graph in Years 1 - 3. * Coaching sessions around reading data and progress for Junior teachers * Reading information evening for Year 1 - 3 parents * Observations of reading lessons 	<p>93% of students are reading at or above expected levels 92.5% of boys and 93.9% of girls are at or above. The disparity between boys and girls has closed 85.5% of Māori students are at or above, as opposed to 95.5% for both Asian and Pasifka students</p> <p>The focus on using the wedge graph to regularly track students has made teachers more aware of students who are not making the expected progress</p>	<p>Lockdown and COVID-19 meant that students missed specific instruction in reading. We had a focus on wellbeing on students' return to school. This all meant a disrupted year for students in their learning. Whilst students had time to practise reading during lockdown, explicit teaching of reading was harder to do.</p> <p>Our entry data for the last couple of years shows students are coming to school with lower literacy and self-management levels. More students are arriving at school with little alphabet knowledge, meaning that teachers are spending more time on basics that students were previously arriving with. This is having an impact on our Junior Literacy programmes and achievement. Year 1 achievement parameters means that the gap in their literacy is only becomes really evident in the data when they reach Year 2 and Year 3.</p> <p>The focus has meant teachers have been more aware of student progress and have therefore been more strategic about targeting individuals who are struggling</p>	<p>The levels of students working at or above are relatively consistent across all groups (gender and ethnicity).</p> <p>Boys achievement is slightly up on previous years.</p> <p>Numbers of students achieving above the expected level have increased slightly. Teachers have a greater understanding of what is expected at each level of the school and are confident at putting children at, as well as introducing more complex comprehension strategies earlier.</p>

Planning for 2022

We will continue to have high targets set for 2022.

We will continue to have a focus on students' progress against the wedge graph in Years 1-3.

Utilise a range of texts to support our early readers including decodable texts and digital resources such as Sunshine Online.

Cultural Competency PLD will support a better understanding of how to support Māori learners.

School Data - Secondary Target - Mathematics

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%

2021 - End of Year Data in Mathematics					
Curriculum Judgements	Gender	Working Towards	At	Above	At and Above
2021	All	11%	81%	8%	89%
	Male	10.4%	80%	12.6%	92.6%
	Female	15.2%	81.3%	3.5%	84.8%

2021 - end of year Data in Mathematics					
Curriculum Judgements	Ethnicity	Working Towards	At	Above	At and Above
2021	Māori	14.6%	81.3%	4.2%	85.5%
	Asian	7.9%	78.4%	13.6%	92%
	Pasifika	0%	100%	0%	100%

Actions	Outcomes	Reasons for the variance	Evaluation
<ul style="list-style-type: none"> * 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 	<p>We feel like our data continues to be more accurate than in 2019. 89% of students are achieving At or Above. Only 3.5% of girls are working Above their Curriculum Level, as opposed to 12.6% of boys. Māori student achievement is slightly below other ethnicities. 100% of Pasifika students are achieving At or Above their curriculum level. 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 can they had a better understanding of what students should be able to do at their level. Analysis of e-AsTTle data gave teachers insight into class gaps and individual needs. Syndicate planning built collective ownership and support</p>	<p>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.</p> <p>A change to the range and frequency of assessments gave teachers more timely and accurate information regarding progress and achievement in mathematics.</p> <p>Shared syndicate planning meant that teachers were more confident about the areas that were being taught, and had resources to support their teaching</p>	<p>The levels of students working at or above are relatively consistent across all groups (gender and ethnicity).</p> <p>Numbers of students achieving above the expected level has slightly risen, but is still lower than desired. 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 2022 will be on extending students further.</p> <p>Continuation of shared syndicate planning will encourage greater consistency across classes teaching similar year levels.</p>

Planning for 2022

A key action for 2022 will be a full scale development 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. Assessment for Learning PLD will support teachers to gather better 'just in time' data about students' achievement, and will support learners to be more involved in their understanding of progression and achievement.

Assessment for Learning PLD will also support teachers understanding of progression in Mathematics.

Assessment for Learning PLD will place a greater emphasis on mathematical dispositions and attitudes - this is especially important to raise achievement in maths by girls.