



2022 Data - Analysis of Variance



<div>Redwood School</div> <div>2976</div>	
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>Increase the the number of Māori students achieving At and Above by 5%</i></p> <p><i>Increase the the number of Male students achieving At and Above by 5%</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 Above their curriculum expectation in mathematics by 5%

School Data - Primary Target

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%

2022 - End of Year Data in Writing

Curriculum Judgements	Gender	Working Towards	At	Above	At and Above
2022	All	19.7%	78.4%	2%	80.4%
	Male	29.2%	70.1%	0.7%	70.8%
	Female	10.8%	85.9%	3.3%	89.2%

2022 - End of Year Data in Writing

Curriculum Judgements	Ethnicity	Working Towards	At	Above	At and Above
2022	Māori	40.4%	59.6%	0%	59.6%
	Asian	12.8%	82.6%	4.6%	87.2%
	Pasifika	15.8%	84.2%	0%	84.2%

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 * Target students in classes identified and monitored * Assessment tool developed using the Redwood Writing Progressions * Cross syndicate moderation of data and samples of writing in Term 3 * Whole School poetry 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>80.4% of all students were at or above. 89.2% of female students were working at or above, compared to 70.8% of male students 59.6% of Māori students were at, with 0% working above their curriculum level. This low level of achievement is particularly concerning.</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>Identification and monitoring of priority learners in class made teachers more aware of the needs of individual students and the progress they were making.</p>	<p>COVID-19 meant that students missed learning time. Teachers' programmes were also disrupted due to their own personal Covid isolation.</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 only becomes really evident in the data when they reach Year 2 and Year 3</p> <p>Our PLD focus for 2022 moved away from writing for the first time in 8 years, with Maths a new focus.</p>	<p>The drop in our results has been disappointing, considering the effort teachers have put into their writing programmes. Particularly for our Māori students.</p> <p>Spelling and punctuation continue to be significant issues for all our students, despite a strong focus on both and progress being made in both areas. The use of punctuation is particularly frustrating as this is often not down to students' capability to use punctuation, but a lack of care and attention/</p> <p>Factors that have impacted on our students' achievement:</p> <ul style="list-style-type: none"> • Attendance due to Covid-19 and 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"> • Are we vigilant enough in demanding quality work? • What is the impact of children reading less outside of school? • How do we get students who can be accurate with surface features (i.e. spelling and punctuation) to do so independently?

Planning for 2023

- Continue to develop the use of the Redwood Writing Progressions for planning, teaching, student agency and assessment, with a particular focus on Assessment for Learning
- Specific school targets for both Reading and Writing have been set, with sub targets sitting beneath these.
- 'Non-negotiables' in writing developed - students to be assessed on independent use of these with regular writing 'samples'
- Year 1 structured literacy approach developed and to be implemented
- Authentic contexts for writing to be linked to other learning areas, including Aotearoa New Zealand Histories.
- Coaching will continue for all teachers.

School Data - Secondary Target - Reading

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%

2022 - End of Year Data in Reading					
Curriculum Judgements	Gender	Working Towards	At	Above	At and Above
2022	All	8.1%	82.6%	9.3%	91.9%
	Male	9.4%	82.5%	8.2%	90.7%
	Female	7%	82.6%	9.3%	91.9%

2022 - end of year Data in Reading					
Curriculum Judgements	Ethnicity	Working Towards	At	Above	At and Above
2022	Māori	21.5%	78.5%	0%	78.5%
	Asian	3.5%	82.5%	14%	86.5%
	Pasifika	5.3%	89.5%	5.3%	94.8%

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 * Introduction of new reading assessment PROBE for students off the colour wheel (Term 4) 	<p>91.9% of students are reading at or above expected levels 90.7% of boys and 93.9% of girls are at or above. The disparity between boys and girls has closed 78.5% of Māori students are at or above, as opposed to 86.5% for both Asian and 94.8% of Pasifika 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>COVID-19 meant that students missed learning time. Teachers' programmes were also disrupted due to their own personal Covid isolation.</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 focus on monitoring the wedge graph achievement 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>All achievement is slightly down on previous years.</p> <p>Numbers of students achieving above the expected level has decreased slightly.</p> <p>We have an increase in students identifying as ELL.</p> <p>As Covid-19 restrictions lifted we had a number of students travelling overseas for extended periods of time</p> <p>Our focus on Assessment for Learning has made teachers more aware of using ongoing assessment practices rather than solely relying on one off tests</p> <p>Questions to explore:</p> <ul style="list-style-type: none"> • What is the impact of device use on reading? • What is the impact of children reading less outside of school? • How do we get students to see the value in being proficient readers?

Planning for 2023

We will continue to have high targets set for 2023.

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

Year 1 structured literacy approach developed and to be implemented

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

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

School Data - Secondary Target - Mathematics

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%

2022 - End of Year Data in Mathematics					
Curriculum Judgements	Gender	Working Towards	At	Above	At and Above
2022	All	16%	73%	11%	84%
	Male	15.2%	70.8%	14%	84.8%
	Female	16.7%	75.1%	8.2%	83.3%

2022 - end of year Data in Mathematics					
Curriculum Judgements	Ethnicity	Working Towards	At	Above	At and Above
2022	Māori	26.2%	69%	4.8%	73.8%
	Asian	12.8%	69.8%	17.4%	87.2%
	Pasifika	15.8%	78.9%	5.3%	84.2%

Actions	Outcomes	Reasons for the variance	Evaluation
<ul style="list-style-type: none"> * Development of Draft Mathematics Learning Progressions for strand areas * Greater emphasis on strand maths * Emphasis on syndicate collaborative planning * Yearly schedule developed for the whole school in Mathematics * Broader range of assessments (Assessment for Learning) 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 previous years. 84% of students are achieving At or Above.</p> <p>An increase in % for both genders who working Above their Curriculum Level</p> <p>Māori student achievement is slightly below other ethnicities.</p> <p>Asian students are most likely to be working Above the expected curriculum level.</p> <p>Teachers felt their judgements were more likely to reflect students actual mathematical ability and they had a better understanding of what students should be able to do at their level.</p> <p>A greater emphasis on Assessment for Learning practices meant that judgements were more holistic and less reliant on one off tests</p> <p>Syndicate planning built collective ownership and support</p>	<p>COVID-19 meant that students missed specific instruction in mathematics. With student and staff absences, this meant a disrupted year of learning for many students. Other absences (Covid fear and winter illnesses also played a part in students missing instruction.</p> <p>Clearer school progressions identified areas of maths that had previously been overlooked at certain levels, and identified some clear milestones, particularly in Strand areas. Teachers had more understanding of the breadth of content students needed to show competency in</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>The number of students achieving at and above the expected level has dropped slightly, although more students re now achieving above. A focus for 2023 will be on extending students further using our school progressions to inform next steps.</p> <p>Continuation of shared syndicate planning will encourage greater consistency across classes teaching similar year levels.</p> <p>Questions to explore:</p> <ul style="list-style-type: none"> • What is the impact of mindset and belief in students' competence in mathematics? How do we address negative mindset? • How do we balance the acquisition of basic knowledge and skills with the 'fun' of maths?

Planning for 2023

In 2023 our 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. We will then align this with the Progress Outcomes in the new curriculum refresh.

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 continue to 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 the achievement in maths by girls.

Analysis from 2022

Attendance at school is important. A deeper dive into the data showed that students who had significant time off due to Covid, fear of Covid or other winter illnesses made less progress than their peers. We also suspect that Covid disruption to learning is a factor for our students whose time at school has been largely done during the Covid era. The number of students with identified needs arriving as 5 year olds may be a result of Early Childhood disruption caused by Covid.

Writing continues to be an area that students are least successful with. Low levels of letter identification and sound recognition on school entry are having a significant impact on progress being made in the first year of school. Often this is not 'seen' in the data until Year 2 or 3. Areas that are particularly holding students back are punctuation and spelling in particular, along with the editing process. Further analysis and investigation is required about whether this is due to students not knowing how to do these areas effectively, or 'laziness'.

Many of our students 'Working Towards' curriculum expectation have identified learning or behavioural needs. Students with identified needs are a growing group across the school. This has been seen in our increase in Teacher Aide hours, referrals to RTLB, SLT and RTLit support, as well as parents investigating outside agencies. Behaviour issues impact learning, and vice versa. Students who exhibit behavioural difficulties at school are often low in their attainment. Unpacking the Maths curriculum and developing our school progressions identified areas of maths that had previously been missed out. Teachers felt more confident in putting students above or below the expected level as they understood what the curriculum expectations were.

We are disappointed by our data for our Māori learners. Traditionally they have largely achieved at similar rates to other ethnicities. Whilst there are other factors at play for many of these students, we need to be more conscious of who these students are and how we can engage them better in learning.

Planning for 2023

In 2023 our 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. We will then align this with the Progress Outcomes in the new curriculum refresh.

We will be using our new SMS, HERO, to better document student learning goals against our progressions in both Maths and Writing. Parents will have access to these goals through the parent app and the plan is for students and teachers to be able to upload evidence to support the achievement of these goals.

We also intend 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 continue to 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 the achievement in maths by girls.

Science of Learning PLD will highlight to teachers some of the key aspects of teaching practice that make a difference including; activating prior knowledge, cognitive demand theory, explicit instruction, purposeful practice, meaningful feedback and student self-efficacy.

We will be implementing a Year 1 structured literacy programme to address some of our concerns about early literacy acquisition.

Clear targets in Writing, Mathematics and Reading, as well as close monitoring of target students and specific groups of students will assist us to determine the progress students are making.