



# 2023 Data - Analysis of Variance



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

## School Data - Primary Target

<b>2022 - End of Year Data in Writing</b>					
<b>Curriculum Judgements</b>	<b>Gender</b>	<b>Working Towards</b>	<b>At</b>	<b>Above</b>	<b>At and Above</b>
<b>2022</b>	<b>All</b>	19.7%	78.4%	2%	80.4%
	<b>Male</b>	29.2%	70.1%	0.7%	70.8%
	<b>Female</b>	10.8%	85.9%	3.3%	89.2%

<b>2023 - End of Year Data in Writing</b>					
<b>Curriculum Judgements</b>	<b>Gender</b>	<b>Working Towards</b>	<b>At</b>	<b>Above</b>	<b>At and Above</b>
<b>2023</b>	<b>All</b>	44%	48%	8%	56%
	<b>Male</b>	54%	42%	4%	46%
	<b>Female</b>	33%	55%	12%	67%

<b>2023 - End of Year Data in Writing</b>					
<b>Curriculum Judgements</b>	<b>Ethnicity</b>	<b>Working Towards</b>	<b>At</b>	<b>Above</b>	<b>At and Above</b>
<b>2023</b>	<b>Māori</b>	62%	35%	3%	38%
	<b>Asian</b>	36%	49%	14%	63%
	<b>Pasifika</b>	24%	67%	10%	77%

Actions	Outcomes	Reasons for the variance	Evaluation
<ul style="list-style-type: none"> <li>* Introduction of a Structured Approach to Literacy in Year 1 (and for some Year 2 students)</li> <li>* New spelling programme for students Year 3 - 6</li> <li>* Handwriting focus across the school</li> <li>* New SMS system (HERO) with new data collection system, new expectations and achievement levels</li> <li>* Introduction of Writing 'Non-negotiables' which outline the essential basic all students should be able to demonstrate in writing at each year level (for teachers, students and parents)</li> </ul>	<p>56% of all students were at or above. 67% of female students were working at or above, compared to 46% of male students</p> <p>38% of Māori students were at, with 3% working above their curriculum level. This low level of achievement is particularly concerning.</p> <p>Structured Approach to Literacy in Years 1, and for some Year 2s has seen an even great focus on Literacy in the early years. Handwriting and spelling focus has made teachers more aware of the fluency and transcription needs of our students in writing</p> <p>Writing 'Non-negotiables' has made everyone (teachers, students, whānau) more aware of some of the basic conventions of writing (accuracy) that is required, but consistently not present</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>The data, sadly, reflects not necessarily the ability of our writers, but the attitude and care to be consistently accurate. For the majority of our learners it is the accuracy in regard to spelling, punctuation and sentence structure that is stopping them from higher achievement. We have seen the increase in 'text-speak' and a refusal to revisit, proofread and edit work.</p> <p>Our entry data for the last couple of years shows students are coming to school with lower literacy and self-management levels, and are less orally articulate. 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.</p> <p>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. Attitudinally, we have see a big shift in many of our learners who lack independence, perseverance and resilience as learners.</p> <p>Our change to a new assessment process and a recalibration of achievement levels has resulted in some children who had previously been At, now being Below. Whilst this has impacted the data, we feel it is actually more representative of the reality. Added to this is our focus on accuracy in 'Surface Features': spelling punctuation, and grammar. We have made some 'lines in the sand' where students not demonstrating consistent accuracy in these areas cannot be moved to the next level.</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"> <li>• Attendance (particularly our Māori students)</li> <li>• Low pre-school literacy. Year 1 teachers having to focus more on alphabet knowledge and oral language as part of a Structured Approach to</li> <li>• Year 1 data doesn't truly reflect how far students are behind - this only becomes apparent in the data at Year 2 and 3</li> <li>• Consistent and high expectations have meant that we have greater clarity around how students are achieving</li> </ul> <p>Questions to explore:</p> <ul style="list-style-type: none"> <li>• Are we vigilant enough in demanding quality work?</li> <li>• What is the impact of our Structured Approach to Literacy?</li> <li>• How do we get students who can be accurate with surface features (i.e. spelling and punctuation) to do so independently?</li> <li>• Sentence construction: a greater need to formally teach how to construct a sentence and how to be grammatically accurate</li> <li>• How can we use 'The Writing Revolution' to inform best practice, as this aligns with our Science of Learning work?</li> <li>• How can we get students to be Engaged &amp; Empowered and to put effort in?</li> </ul>

## Planning for 2024

- 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 & 2 structured approach to literacy being implemented
- Focus on sentence construction using 'The Writing Revolution' as a guide
- Build on Year 3 - 6 spelling programme
- Authentic contexts and purposes (audience) 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

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

<b>2023 - End of Year Data in Reading</b>					
<b>Curriculum Judgements</b>	<b>Gender</b>	<b>Working Towards</b>	<b>At</b>	<b>Above</b>	<b>At and Above</b>
<b>2023</b>	<b>All</b>	25%	43%	34%	77%
	<b>Male</b>	27%	45%	27%	72%
	<b>Female</b>	20%	40%	40%	80%

<b>2023 - end of year Data in Reading</b>					
<b>Curriculum Judgements</b>	<b>Ethnicity</b>	<b>Working Towards</b>	<b>At</b>	<b>Above</b>	<b>At and Above</b>
<b>2023</b>	<b>Māori</b>	42%	27%	30%	57%
	<b>Asian</b>	18%	41%	41%	82%
	<b>Pasifika</b>	24%	52%	29%	81%

Actions	Outcomes	Reasons for the variance	Evaluation
<ul style="list-style-type: none"> <li>* Close monitoring of student achievement against the wedge graph in Years 1 - 3.</li> <li>* Coaching sessions around reading data and progress for Junior teachers</li> <li>* Reading information evening for Year 1 - 3 parents</li> <li>* Introduction of a Structured Approach to Literacy in Year 1 (and for some Year 2 students)</li> <li>* Purchase of and a greater use of decodable texts</li> <li>* Observations of reading lessons</li> <li>* Introduction of new reading assessment PROBE for students Year 4 - 6 off the colour wheel (Term 4)</li> </ul>	<p>77% of students are reading at or above expected levels 72% of boys and 80% of girls are at or above. The disparity between boys and girls has widened 57% of Māori students are at or above, as opposed to 82% for both Asian and 81% of Pasifika students</p> <p>Structured Approach to Literacy in Junior school has developed teacher understanding of how to teach reading</p> <p>Use of PROBE as an assessment tool has given our Year 4 - 6 teachers better information about their learners' reading ability</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>Move to a Structured Approach to literacy has amended our assessment practices in the Junior School. It has highlighted gaps in students' knowledge and ability, especially in oral language.</p> <p>The new reading assessment for Years 4 - 6 has a much greater emphasis on comprehension.</p>	<p>The levels of students working at or above are relatively consistent across all groups (gender and ethnicity), apart from our Māori students. Attendance is a factor for this cohort.</p> <p>All achievement is down on previous years.</p> <p>It is getting harder to motivate students to read for pleasure, during class and out of school. Library statistics show that borrowing numbers was down, as students prefer digital devices outside school</p> <p>We have an increase in students identifying as ELL and with learning needs that are not supported by the MOE.</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"> <li>• What is the impact of device use on reading?</li> <li>• What is the impact of children reading less outside of school?</li> <li>• How do we get students to see the value in being proficient readers?</li> </ul>

## Planning for 2024

We will continue to have high targets set for 2024.

Year 1 structured literacy approach further developed and to be implemented in Year 2.

Move to a structured approach to literacy teaching including the teaching of handwriting and WordLab Spelling programme across the school

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

Targetted groups in Years 4 - 6 for students who have not fully grasped 'the code' of reading

## School Data - Secondary Target - Mathematics

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

<b>2023 - End of Year Data in Mathematics</b>					
<b>Curriculum Judgements</b>	<b>Gender</b>	<b>Working Towards</b>	<b>At</b>	<b>Above</b>	<b>At and Above</b>
<b>2023</b>	<b>All</b>	31%	45%	24%	69%
	<b>Male</b>	27%	41%	33%	74%
	<b>Female</b>	36%	43%	15%	58%

<b>2023 - end of year Data in Mathematics</b>					
<b>Curriculum Judgements</b>	<b>Ethnicity</b>	<b>Working Towards</b>	<b>At</b>	<b>Above</b>	<b>At and Above</b>
<b>2023</b>	<b>Māori</b>	45%	18%	36%	54%
	<b>Asian</b>	21%	46%	26%	72%
	<b>Pasifika</b>	29%	57%	14%	71%

<b>Actions</b>	<b>Outcomes</b>	<b>Reasons for the variance</b>	<b>Evaluation</b>
<ul style="list-style-type: none"> <li>* PLD in Assessment for Learning and Mathematics</li> <li>* Development of Draft Mathematics Learning Progressions for strand areas</li> <li>* Greater emphasis on strand maths</li> <li>* Development of Basic Facts progression, assessment and teaching resources</li> <li>* Emphasis on syndicate collaborative planning</li> <li>* Yearly schedule developed for the whole school in Mathematics</li> <li>* Broader range of assessments (Assessment for Learning) used rather than using PACT</li> <li>* Work on developing school local curriculum</li> </ul>	<p>We feel like our data is a result of having more understanding of the rigours of the Mathematics curriculum and gaps in number knowledge acquisition. 69% of students are achieving At or Above.</p> <p>An increase in % for both genders who working Above their Curriculum Level Māori student achievement is below other ethnicities, but a greater percentage are Above the expected level.</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>Basic Facts progression work highlighted gaps in number knowledge and accuracy of recall</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>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>Focus on Basic Facts and number knowledge showed considerable gaps and highlighted a lack of emphasis on students 'knowing' basic number knowledge.</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 have dropped across all groups with Māori data showing the lowest percentage At or Above, but having a larger Above contingent.</p> <p>The number of students achieving at and above the expected level has dropped, although more students are now achieving Above.</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"> <li>• What is the impact of mindset and belief in students' competence in mathematics? How do we address negative mindset?</li> <li>• How do we balance the acquisition of basic knowledge and skills with the 'fun' of maths?</li> </ul>

## **Planning for 2024**

In 2024 we continue our development of Mathematics teaching at Redwood School. We are defining 'The Redwood Way' of teaching Mathematics to ensure consistency and full understanding of key approaches. Through this we will develop our 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 these 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. Our focus on Engaged and Empowered learners will encourage students to set goals, particularly around number knowledge acquisition. This will be supported by regular Basic Facts home learning tasks based on these goals.

## Analysis from 2023

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'. We are also seeing greater numbers of students struggle with the transcription elements of writing (spelling and handwriting).

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 2024

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.