

Analysis of Variance Reporting



School Name:	Oceanview Heights School	School Number:	2110
Strategic Aim:	G.1 Student Learning and Engagement: All children / tamariki will be engaged in inclusive, positive, relevant and meaningful learning experiences that meet their diverse learning needs through our balanced School Curriculum that gives priority to Literacy and Mathematics.		
Annual Goal:	Refine and deliver high quality teaching and learning programmes with emphasis on Mathematics.		
Target:	To prioritise our underachievers in Mathematics to ensure they make accelerated progress.		
Baseline Data:	<ul style="list-style-type: none"> • 38% (15/39) of the children stayed the same. • 49% (19/39) of the children have improved by 1 year. • 13% (5/39) of the children have improved by 2 years. It can take 2 years to get through a Numeracy Stage, when children are in the same Stage for 2 years, this is acceptable. • Boys have improved by 45% (9/20) since end - year 2020 • Girls have improved by 79% (15/19) since end - year 2020 • Maori children have improved by 43% (3/7) since end - year 2020 • Pacific children have improved by 94% (14/15) since end - year 2020 		

Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
<ul style="list-style-type: none"> Identify prioritised underachieving children / tamariki and track through the rest of the year using standardised / in class assessments e.g. AsTTle Maths / basic facts. Have Maths lessons occurring 5 days a week for at least 1 hour a day, so that this ensures prioritised children / tamariki are engaged in Maths regularly. Cross group / stream which allow Teachers to identify needs and teach accordingly. Have Teachers prioritise underachieving children / tamariki and plan programmes to meet their needs - as evidenced in Teacher's appraisal "Growth Cycle" documents. Explicitly teach Mathematics to the prioritised children/ tamariki, particularly around key strands, both strategies and knowledge, with a text book focus / practice in the Middle and Senior rooms. Have Teachers focus on this target during staff 	<p>We had a 2022 target to prioritise our underachievers in Mathematics to ensure they make accelerated progress.</p> <ul style="list-style-type: none"> 45% (13/29) of the children stayed the same 38% (11/29) of the children have improved by 1 year 17% (5/29) of the children have improved by 2 years <p>It can take 2 years to get through a Numeracy Stage, when children are in the same Stage for 2 years, this is acceptable:</p> <ul style="list-style-type: none"> Boys have improved by 71% (10/14) since end - year 2021 Boys have stayed the same by 29% (4/14) since end - year 2021 Girls have improved by 40% (6/15) since end - year 2021 Girls have stayed the same by 60% (9/15) since end - year 2021 Maori children have 	<ul style="list-style-type: none"> We are aware that some children have not improved and that these children are underachieving due to several reasons including In Class Support / ESOL / Special Needs / Attendance and being At Risk children. All of these existing underachieving children will continue to be our focused children at Maths time. Teacher Aides daily supported children through teaching programmes. This has lowered numbers taught in all Rooms and has enabled Teachers to have more 1 - 1 contact / learning time with their children. This has had a major impact on the improvement in Maths levels in the school for the underachievers During 2022 the Board has employed an additional Teacher Aide for Room 1 on Fridays to ensure 	<p>We will continue to, in 2023:</p> <ul style="list-style-type: none"> From the Just in Time Maths Professional Development in 2022, we are joining a newly formed Maths Cluster for South Canterbury, with Robb Proffitt White and we will implement revised Maths strategies in our classroom programmes e.g. MoveNProve / DiscussNdefend / RevisitNretain / RecallNreason / OpeNups Cross group to allow us to identify needs and teach accordingly e.g. major focus on Basic Facts across the school Have Teacher Aides support children in small groups, in class Use a range of Maths assessments to inform learning programmes Explicitly teach Maths, particularly around Subject Matter Knowledge and Pedagogical content Knowledge in Mathematics from the Curriculum Refresh - with a focus on Do / Know / Understand Review our Maths

<p>meetings.</p> <ul style="list-style-type: none"> • Have regular classroom observations of prioritised children / tamariki by the Principal. • Have Teacher Aides support prioritised children / tamariki either in small groups • Consolidate the Basic Facts: <ul style="list-style-type: none"> • Stages 3 - 4: addition to 10 • x 1, 10, 2 and 5 • Stages 4 - 5: addition to 10 • addition to 20 x 1,2,3,4,5, • Stages 6 - 7: All • Each prioritised child / tamariki will have their own learning goals in Mathematics, which are monitored by the child / tamariki and the Teacher. 	<p>improved by 1-2 years by 67% (2/3) since end - year 2021</p> <ul style="list-style-type: none"> • Maori children have stayed the same by 33% (1/3) since end - year 2021 • Pacific children have improved by 38% (3/8) since end - year 2021 • Pacific children have stayed the same by 62% (5/8) since end - year 2021 	<p>continuity of teaching the children of Room 1</p> <ul style="list-style-type: none"> • Just in Time Maths Professional Development in 2022 in 2 classes has made a major impact in that children are starting to see themselves as mathematicians and are enjoying maths as a learning area • All classes teach Key Ideas and Elaborations through Number Strategies / Number Knowledge / Equation and Expressions / Patterns and Relationships • Cross groupings allowed us to identify needs and teach accordingly • Choosing Maths topics that teachers find relevant to our children e.g. Time / Money / Statistics 	<p>programme, in light of our Local Curriculum focus with Impacted and the Curriculum Refresh in Mathematics</p> <ul style="list-style-type: none"> • Identify At Risk of Underachieving children and track through standardised / moderated Maths assessments e.g. newly designed Maths assessments, Basic Facts • Identify Accelerated learners and track through standardised / moderated Maths assessments e.g. new Maths assessments, Basic Facts • Have Teachers target specific underachievers and plan programmes to meet needs - as evidenced in Teacher's Growth Cycle documents • Have Staff focus on this target during staff meetings • Consolidate the Basic Facts: Level 2: addition to 10 x 1, 10, 2 and 5 Level3: addition to 10 addition to 20 x 1,2,3,4,5, Level 4: All
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