

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 Literacy.		
Target:	To prioritise our underachievers in Writing to ensure they make accelerated progress.		
Baseline Data:	2021 end-year results showed: <ul style="list-style-type: none"> • 72% (13/18) of the children has improved by 1 year. • 22% (4/18) of the children has stayed the same. <ul style="list-style-type: none"> • Boys have improved by 69% (9/13) since end - year 2020 • Girls have improved by 80% (4/5) since end - year 2020 • Maori children have improved by 0% (0/2) since end - year 2020 • Pacific children have improved by 100% (4/4) 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 the Literacy Progressions through standardised / moderated writing assessments e.g. asTTle Writing. Have Explicit Writing lessons occurring 4 days a week for a minimum of 1 hour a day, so that this ensures prioritised children / tamariki are writing 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. Use teaching structures in all classrooms to improve prioritised children's / tamariki writing deep and surface across the curriculum - breaking it down - refer to Stephen Graham's Explicit Writing programme. Have Teachers focus on this target during staff meetings. Have regular classroom observations of prioritised children / tamariki by the Principal. 	<p>We had a 2022 target to prioritise our underachievers in Writing to ensure they make accelerated progress.</p> <ul style="list-style-type: none"> 77% (10/13) of the children has stayed the same 23% (3/13) of the children have improved by 1 year <p>It can take 2 years to get through a Curriculum Level, when children are in the same Level for 2 years, this is acceptable:</p> <ul style="list-style-type: none"> Boys have improved by 1 year by 22% (2/9) since end - year 2021 Girls have improved by 1 year by 25% (1/4) 	<ul style="list-style-type: none"> We are aware that some children have stayed the same but a reminder that children can stay at the same curriculum level for 2 years and that these children who are still underachieving may be like this due to being In Class Support / Special Needs children, Attendance reasons and being an At Risk children. However, within the Curriculum Level the children are getting the breadth of learning / genre and topics These underachieving children will continue to be our focus at Writing time in 2023 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 Writing levels in the school for the underachievers During 2022 the Board has employed an additional Teacher Aide for Room 1 on Fridays to ensure continuity of teaching the children of Room 1 Cross Groupings across all 3 	<p>We will continue to, in 2023:</p> <ul style="list-style-type: none"> Use teaching structures in the middle and senior classrooms to improve children's Writing deep and surface across the curriculum - breaking it down - e.g. Stephen Graham's Explicit Writing / Sheena Cameron programmes Have Structured Literacy taught daily in Junior room through the BSL (Better Start Literacy) programme Have explicit Writing lessons occurring 4 days a week for at least 40 minutes a day, so that this ensures children are Writing regularly Cross grouping to allow us to identify needs and teach accordingly Identify At Risk of not Achieving / Underachieving children and track through standardised / moderated Writing assessments e.g. asTTle Writing Have Teacher Aides support children in small groups in class Hold Moderation meetings throughout the year to clarify levels of

<ul style="list-style-type: none"> • Have Teacher Aides support prioritised children / tamariki in small groups. • Hold Moderation meetings throughout the year to clarify levels of prioritised children / tamariki are being consistently assessed and taught throughout the school. • Have Phonics taught daily in Junior room and Grammar skills in the Middle and Senior rooms. • Use modelled Writing, with Teachers modelling and using other writer's models, so as to set high expectations for the prioritised children's / tamariki's writing. • Focus on self - editing and being able to read what they have written. • Each prioritised child / tamariki will have their own learning goals in Writing, which are monitored by the child / tamariki and the Teacher. 	<p>since end - year 2021</p> <ul style="list-style-type: none"> • Boys have stayed the same by 78% (7/9) since end - year 2021 • Girls have stayed the same by 75% (3/4) since end - year 2021 • Maori children have improved by 1 year by 100% (2/2) since end - year 2021 • No Pacific children are underachieving 	<p>classrooms enabled teachers to have more 1 - 1 contact with the individual writer</p> <ul style="list-style-type: none"> • Experiential / high interest Writing was a focus across the school • Senior writing focused on a wide range of genre e.g. reports / exposition • We have a variety of differentiated Writing programmes in each class that identify and meet the specific writing needs of our children • Elements of Stephen Graham's explicit scaffolded Writing programme was in evidence in some of the classes • BSL programme was used as a Structured Literacy programme in the junior room • All children had specific Writing Goals that have come from Writing assessments • High expectations with both surface and deep features of Writing were a focus 	<p>children are being consistently assessed and taught throughout the school</p> <ul style="list-style-type: none"> • Use modelled Writing, with Teachers modelling and using other writer's models, to set high expectations for the children's Writing • Focus on self - editing and being able to read what they have written • Have each child have their own learning goals in Writing, that are monitored by the child and the teacher • Have Teachers target specific underachievers and plan programmes to meet needs
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