

# Analysis of Variance Reporting



<b>School Name:</b>	Oceanview Heights School	<b>School Number:</b>	2110
<b>Strategic Aim:</b>	<b>G.1 Student Learning and Engagement:</b> <b>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.</b>		
<b>Annual Goal:</b>	<b>Refine and deliver high quality teaching and learning programmes with emphasis on Literacy.</b>		
<b>Target:</b>	<b>To prioritise our underachievers in Reading to ensure they make accelerated progress.</b>		
<b>Baseline Data:</b>	<b>2021 end-year results showed:</b> <ul style="list-style-type: none"> <li>• <b>62% (23/37) of the children have made progress and improved by 4 months to 2 ½ years.</b></li> <li>• <b>Boys have improved by 70% (14/20) since end - year 2020</b></li> <li>• <b>Girls have improved by 53% (9/17) since end - year 2020</b></li> <li>• <b>Maori children have improved by 67% (4/6) since end - year 2020</b></li> <li>• <b>Pacific children have improved by 54% (7/13) since end - year 2020</b></li> </ul>		

<b>Actions</b> <i>What did we do?</i>	<b>Outcomes</b> <i>What happened?</i>	<b>Reasons for the variance</b> <i>Why did it happen?</i>	<b>Evaluation</b> <i>Where to next?</i>
<p><b>Identification and Tracking</b></p> <ul style="list-style-type: none"> <li>Children performing below their expected curriculum level for reading will be identified and tracked by their teachers.</li> <li>Identified children will receive support and be tracked through: <ul style="list-style-type: none"> <li>Targeted learning support where appropriate</li> <li>Sharp Reading / BSL / Reading Recovery / ELS - identified children will participate in these targeted Reading programmes which aims to increase a child's abilities in comprehension, fluency, vocabulary, spelling and attitudes toward Reading.</li> </ul> </li> </ul> <p><b>Actions</b></p> <ul style="list-style-type: none"> <li>Differentiation within the classroom programme, e.g., learning styles and authentic contexts.</li> <li>Whole school / kura meetings – sharing of best practice. Identifying strategies that are or are not working for individuals. Discuss at staff meetings and make changes/modify practice. Record information and monitor within own teacher's planning and assessments.</li> <li>Teachers will ensure these children receive instructional Reading 4x per week.</li> <li>Children will be cross grouped</li> </ul>	<p><b>We had a 2022 target to prioritise our underachievers in Reading to ensure they make accelerated progress.</b></p> <ul style="list-style-type: none"> <li><b>32% (12/37) of the children have improved by 1 year</b></li> <li><b>24% (9/37) of the children have improved by 1 ½ years</b></li> <li><b>11% (4/37) of the children have improved by 2 years</b></li> <li><b>= 67% (25/37) made accelerated progress</b></li> <li><b>Boys have improved by 78% (14/18) since end - year 2021</b></li> <li><b>Girls have improved by 95% (18/19) since end - year 2021</b></li> <li><b>Maori children have improved by 100% (3/3) since end -</b></li> </ul>	<ul style="list-style-type: none"> <li><b>19% (7/37) of the children have improved by ½ year</b></li> <li><b>14% (5/37) of the children have stayed the same</b></li> <li><b>Boys have stayed the same by 22% (4/18) since end - year 2021</b></li> <li><b>Girls have stayed the same by 5% (1/19) since end - year 2021</b></li> <li>We are aware that some children have stayed at the same reading level and that these children are underachieving due to several reasons including In Class Support / ESOL / Special Needs / Attendance and being At Risk children</li> <li>All of these existing underachieving children will</li> </ul>	<p><b>We will continue to, in 2023:</b></p> <ul style="list-style-type: none"> <li>Identify existing and new to the school At Risk of not Achieving / Underachieving children and track them using the BSL assessments / PM Benchmarks / Running Records / PROBE / CLOZE</li> <li>Identify Accelerated learners and track them using the BSLA Assessments / PM Benchmarks / Running Records / PROBE / CLOZE</li> <li>Have Teachers target specific underachievers and plan programmes to meet needs</li> <li>The BSLA programme will be used as a Structured Literacy programme in the 2 junior rooms with a future focus for the middle and senior rooms</li> <li>Have additional Teacher support for At Risk of Not Achieving / Not Achieving children by</li> </ul>

<p>according to ability across a range of classes.</p> <ul style="list-style-type: none"> <li>• Teacher Aides providing support for Underachieving children.</li> <li>• Teachers and Teacher Aides will have specific Underachievers and plan programmes (Teachers) and implement programmes to meet their needs, as evidenced in the Teacher’s and Teacher Aide’s Growth Cycle documents.</li> <li>• Systems in place to motivate and encourage Reading mileage.</li> <li>• Purchasing reading materials that motivate underachieving learners.</li> <li>• Setting clear smart goals with target children and reviewing regularly; ensuring children understand their Reading goals.</li> </ul> <p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>• Ongoing monitoring of reading performance of target group: Principal and Teachers <ul style="list-style-type: none"> <li>o Moderation of data and overall teacher judgements will be completed across classes and curriculum levels.</li> </ul> </li> </ul> <p><b>Home and School Partnership - Whānau Engagement</b></p> <ul style="list-style-type: none"> <li>• Clear communication with whānau to clarify the importance of support from home.</li> <li>• Staff will facilitate a whānau session to strengthen home-school learning partnership in Reading - when Covid protocols allows.</li> </ul>	<p><b>year 2021</b></p> <ul style="list-style-type: none"> <li>• <b>Pacific children have improved by 100% (11/11) since end - year 2021</b></li> </ul>	<p>continue to be our focused children at Reading time</p> <ul style="list-style-type: none"> <li>• 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 Reading levels in the school for the underachievers</li> <li>• 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</li> <li>• Cross Groupings across all 3 classrooms enabled teachers to focus on smaller groups</li> <li>• We have undertaken the Better Start Literacy programme in the junior part of the school and this is having a gradual impact on our junior underachievers</li> <li>• Sharp Reading,</li> </ul>	<p>supporting the BSLA programme for the Rooms 1 and 2 Teachers</p> <ul style="list-style-type: none"> <li>• The Sharp Reading process is being used in the Guided Reading programmes in the middle and senior rooms</li> <li>• Have Teachers focus on the Balanced Reader - Decoding - Encoding - Fluency and Phrasing - Comprehension skills - Oral Language</li> <li>• Have explicit Reading lessons occurring 4 days a week for at least 1 hour a day, so that this ensures children are reading regularly, except in the senior room due to TTeC</li> <li>• Encourage weekly recreational reading through using our library</li> <li>• Have Teacher Aides support children in small groups in class</li> <li>• Have Staff focus on this target during staff meetings</li> <li>• All children have Next Steps for their learning, from assessments that have been undertaken by</li> </ul>
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