

Analysis of Variance Reporting



School Name:	Oceanview Heights School	School Number:	2110
Strategic Aim:	<p>G.1 Student Learning and Engagement:</p> <p>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.</p>		
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:	<p>2020 end-year results showed:</p> <ul style="list-style-type: none"> • 60% (12/20) of the children have improved by 1 year to 2 years • Some of these stayed the same however they do learn at the same level over 2 years, so can be said to have improved <ul style="list-style-type: none"> • Boys have improved by 56% (9/16) since end - year 2019 • Girls have improved by 75% (3/4) since end - year 2019 • Maori children have improved by 100% (3/3) since end - year 2019 • Pacific children have improved by 100% (4/4) since end - year 2019 		

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. 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. 	<p>We have a 2021 target to prioritise our underachievers in Writing to ensure they make accelerated progress.</p> <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 	<ul style="list-style-type: none"> 6% (1/18) of the children has not made progress and went back since 2020. We are aware that 1 child has not improved and that this child is underachieving due to Special Needs and being an At Risk child. This underachieving child will continue to be our focused child at Writing time During 2021 the Board has employed an additional Teacher Aide for Room 1 on Fridays to ensure continuity of teaching the children of Room 1. Teacher Aides daily support children through teaching programmes. This has lowered numbers taught in Rooms 1 and 3 and has enabled Teachers to have more 1 - 1 contact / learning time with their children. Cross Groupings across all 3 classrooms Experiential high interest writing is a focus across the school Senior writing focuses on a wide range of genre e.g. reports / exposition We have a variety of differentiated writing 	<p>We will continue to, in 2022:</p> <ul style="list-style-type: none"> Use teaching structures in all classrooms to improve children’s writing deep and surface across the curriculum – breaking it down – refer to Stephen Graham’s Explicit Writing programme Have 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 Staff focus on this target during staff meetings Have regular Classroom observations of targeted children by the Principal Have Teacher Aides support children in small groups Hold Moderation meetings throughout the year to clarify levels of children are being consistently assessed and taught throughout the school Have Phonics taught daily in Junior room through the BSL (Better Start Literacy) programme Use modelled Writing, with Teachers modelling and using other writer’s models, to set high expectations for the children’s writing

<ul style="list-style-type: none"> • 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>programmes in each class that identify and meet the specific writing needs of our children</p> <ul style="list-style-type: none"> • Elements of Stephen Graham's explicit scaffolded Writing programme is in evidence in most of the classes • All children have specific Writing Goals that have come from moderated writing assessments • High expectations with both surface and deep features of writing • Phonics are being taught in the Junior room 	<ul style="list-style-type: none"> • 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 – as evidenced in Teacher's Growth Cycle documents
--	--	---	---