

Statement of Variance Reporting



School Name:	Oceanview Heights School	School Number:	2110
Strategic Goal:	<ul style="list-style-type: none"> All our student / akonga will progress and achieve to their highest possible educational, social, sporting, and artistic potential, through high quality teaching, from a relevant and refreshed local school curriculum, which we will develop based on Te Mataiaho, that meets their learning needs, in an emotionally and physically safe environment. 		
Annual Targets:	<ul style="list-style-type: none"> Engage in the curriculum refresh by reviewing and refreshing our school's local curriculum. Grow the capabilities of our Leaders, Kaiako and Teacher Aides to deliver high level teaching and learning. Align our assessment and reporting practices and tools and learning pathways, with our revised curriculum documents. 		
Curriculum Target:	<ul style="list-style-type: none"> To prioritise our Underachievers in Literacy to ensure they make accelerated progress. 		
Baseline Data:	<p><u>2023 Underachievers: Reading</u></p> <ul style="list-style-type: none"> 27% (8/30) of the children have improved by 1 year 20% (6/30) of the children have improved by 1 ½ years 3% (1/30) of the children have improved by 2 years 7% (2/30) of the children have improved by 2 ½ years 10% (3/30) of the children have improved by 3 years <p>= 67% (20/30) made progress</p> <ul style="list-style-type: none"> Boys have improved by 60% (9/15) since end - year 2022 Girls have improved by 73% (11/15) since end - year 2022 Pacific children have improved by 71% (10/14) since end - year 2022 Maori children have improved by 1 ½ years by 100% (1/1) since end - year 2022 		

2023 Underachievers: Writing

- 50% (3/6) of the children have stayed the same
- 50% (3/6) of the children have improved by 1 year

It can take 2 years to get through a Curriculum Level, when children are in the same Level for 2 years, this is acceptable:

- Boys have stayed the same by 60% (3/5) since end - year 2022
- Boys have improved by 40% (2/5) since end - year 2022
- Girls have improved by 100% (1/1) since end - year 2022

Actions from Annual Implementation Plan:	What did we achieve? <i>Outcomes:</i>	Evidence and Reasons for the variance between target and outcomes:	Planning for next year:
<p>Junior Room staff, especially the Learning Assistants, engaged in the BSLA PD in 2024. Teachers and Learning Assistants will implement the revised Reading and Writing strategies in classroom programmes, in 2025.</p> <p>Whole school meetings where we shared best practice occurred and we identified strategies that were or were not working for individuals, despite the MoE's delays. We regularly discussed at staff meetings, and made changes / modified our teaching practice. Staff continued to record and monitor within their own teacher's planning and assessments – although again we waited on direction from MoE.</p> <p>Teachers continued to ensure these children received Explicit Instructional Reading and Writing 5 x 1 hour per week, particularly around Subject Matter Knowledge and Pedagogical Content in Reading and Writing (while waiting for the Curriculum Refresh, with a focus on Do / Know and Understand).</p>	<p><u>Underachievers:</u></p> <p>17% (7/41) of the children have improved by 6 months since end – year 2023</p> <p>32% (13/41) of the children have improved by 1 year since end – year 2023</p> <p>5% (2/41) of the children have improved by 1 ½ years since end – year 2023</p> <p>10% (4/41) of the children have improved by 2 years since end – year 2023</p> <p>= 63% (26/41) made progress since end – year 2023</p> <p>28% (7/25) Boys have improved by 6 months since end - year 2023</p> <p>20% (5/25) Boys have improved by 1 year since end - year 2023</p> <p>8% (2/25) Boys have improved by 1 ½ years since end - year 2023</p> <p>8% (2/25) Boys have improved by 2 years since end - year 2023</p>	<p>In November 2024, all children from Years 1 - 8 were assessed using a range of assessment tools. The teachers collected summative and formative data. This data was aggregated and formed the basis of our Analysis of Curriculum Levels Report. This is a separate section on the Underachievers.</p> <p>We included all our In – Class Support, Special Needs, “At Risk” and English Language Learners (ELL) and ORS children in this report.</p> <p>Comparisons can only be made for the Underachievers sections, for children who were in the school since November 2023.</p> <p>A reminder that children can work within a Curriculum Level for approximately 2 years, so “same” can mean that they are working within the same Curriculum Level for 2 years and are where they are meant to be.</p> <p>The data analysis showed the strengths that were seen in the learning being provided by staff and the planned actions for 2025 to address our Underachiever's needs.</p>	<p>We will continue to, in 2025:</p> <p><u>Reading:</u></p> <p>Identify At Risk of Underachieving children and track through standardised / moderated Reading assessments e.g. PAT Reading / BSLA assessments / Phonics Check / Running Records / Probe.</p> <p>Identify Accelerated Learners and track them using the PAT Reading / BSLA assessments / Phonics Check / Running Records / Probe.</p> <p>Have Teachers target specific Underachievers and plan Structured Literacy programmes to meet their needs.</p> <p>The BSLA programme will be used as a Structured Literacy programme in the 3 junior rooms.</p> <p>We will implement a senior Structured Literacy programme, with Tessa Cooper (who has her Master's Degree with a University endorsement in Literacy) introducing and supporting this programme – again a bonus for our school to have this Literacy expertise in the school.</p>

<p>Learning Assistants provided support for Underachieving children – usually in group work.</p> <p>Teachers had specific Underachievers that they were monitoring, and they continued to plan and implement programmes to meet their needs, as evidenced in the Teacher's Growth Cycle documents.</p> <p>Setting clear smart goals with target children continued and teachers reviewed these regularly; ensuring students understood their Literacy goals.</p> <p>Ongoing monitoring of Literacy performance of target group by Principal and Teachers continued – see above.</p> <p>We were waiting for the new Literacy Phases of Learning across all levels because the MoE had not given direction on the Curriculum Refresh until a few weeks ago. We still do not have the Year 7 – 8 Phases of Learning.</p> <p>We were still waiting to develop our assessments and reporting to align with the new Phases of Learning. Assessments continued to focus on formative assessment practices, as per the Structured Literacy processes at this stage.</p>	<p>44% (7/16) Girls have improved by 1 year since end - year 2023</p> <p>13% (2/16) Girls have improved by 1 ½ years since end - year 2023</p> <p>6% (1/16) Girls have improved by 2 years since end - year 2023</p> <p>21% (4/19) NZE have improved by 6 months since end - year 2023</p> <p>21% (4/19) NZE have improved by 1 year since end - year 2023</p> <p>5% (1/19) NZE have improved by 1 ½ years since end - year 2023</p> <p>16% (3/19) NZE have improved by 2 years since end - year 2023</p> <p>25% (1/4) Maori children have improved by 6 months since end - year 2023</p> <p>25% (1/4) Maori children have improved by 1 year since end - year 2023</p> <p>7% (1/14) Pasifika children have improved by 6 months since end - year 2023</p> <p>50% (7/14) Pasifika children have improved by 1 a year since end - year 2023</p>	<p>Teachers will continue to design programmes to address the needs of their children for 2025. This will include teachers grouping their children according to needs, next Teaching and Learning steps and deciding on what resources and learning activities will be needed to meet the needs of their children.</p> <p>Children who have also been identified with learning support needs will have appropriate action undertaken in 2025. This can include Individual Education Plans and Professional Development for staff.</p> <p>Learning Assistants 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 during Reading.</p> <p>We implemented the Better Start Literacy programme in the junior part of the school and this had a very gradual impact on our junior underachievers.</p> <p>We are aware that some children have stayed at the same reading level or 1 gone back and that these children are underachieving due to several reasons including Special Needs, English as a Second Language and being "At Risk" children.</p>	<p>Have Teachers focus on the Balanced Reader – Decoding - Encoding - Fluency and Phrasing - Comprehension skills – Oral Language.</p> <p>Have explicit Reading lessons occurring 5 days a week for at least 1 hour a day, so that this ensures children are reading regularly.</p> <p>Encourage weekly recreational reading through using our library.</p> <p>During 2025 the Board will engage additional Learning Assistants for Rooms 2 and 4 to ensure support for Underachieving children and in Room 2 on Fridays to ensure continuity of teaching the children of Room 2 and to have Learning Assistants support children in small groups in class – using BSLA PLD.</p> <p>Learning Assistants have specific programmes for our Dyslexia / Special Needs children following a Structured Literacy approach.</p> <p>Have Staff focus on this target during staff meetings.</p> <p>All children have Next Steps for their learning, from assessments that have been undertaken by Teachers.</p>
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<p>Analysis of the End - year data and report to BoT and staff occurred in the December BoT Report. It reflected and showed a review of data to inform future teaching and learning priorities.</p> <p>Clear communication with whānau to clarify the importance of support from home happened at individual Parent / Teacher Conferences earlier in the year.</p> <p>Staff did not facilitate a whānau session to strengthen home-school learning partnership in Literacy again, as we were waiting for MoE direction on the Curriculum Refresh, so parents and caregivers had the latest information.</p>	<p>7% (1/14) Pasifika children have improved by 2 years since end - year 2023</p> <p>25% (1/4) Other children have improved by 6 months since end - year 2023</p> <p>25% (1/4) Other children have improved by 1 year since end - year 2023</p> <p>25% (1/4) Other children have improved by 1 ½ years since end - year 2023</p> <p><u>Underachievers: Writing</u></p> <p>59% (19/32) of the children have stayed the same since end – year 2023</p> <p>41% (13/32) of the children have improved since end - year 2023</p> <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> <p>59% (13/22) Boys have stayed the same since end - year 2023</p> <p>41% (9/22) Boys have improved since end - year 2023</p> <p>60% (6/10) Girls have stayed the same since end - year 2023</p>	<p>All of these existing and any new underachieving children will continue to be our focused children at Reading time in 2025.</p> <p>Learning Assistants 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 an impact on the improvement in Writing levels in the school for the Underachievers.</p> <p>During 2024 the Board has engaged additional Learning Assistants for Rooms 1, 2 and 4 to ensure support for Underachieving children.</p> <p>Experiential / high interest Writing was a focus across the school.</p> <p>Senior writing focused on a wide range of genre e.g. reports / narratives.</p>	<p>Middle and Senior classes Teachers will have higher order thinking and comprehension support activities to enhance reading skills that follow on from their Structured Literacy lessons.</p> <p><u>Writing:</u></p> <p>Use Structured Literacy approaches 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.</p> <p>Have explicit Writing lessons occurring 5 days a week for at least 1 hour a day, so that this ensures children are writing regularly.</p> <p>Specific staff will continue to implement the TALL programme to assist our ESOL children's progress. All teachers have goals in Literacy for their ELL children.</p> <p>Identify At Risk of not Achieving / Underachieving children and track through standardised / moderated</p>
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	<p>40% (4/10) Girls have improved since end - year 2023</p> <p>68% (13/19) NZE are the same since end - year 2023</p> <p>32% (6/19) NZE have improved since end - year 2023</p> <p>50% (1/2) Maori children have stayed the same since end - year 2023</p> <p>50% (1/2) Maori children have improved since end - year 2023</p> <p>50% (4/8) Pasifika children have stayed the same since end - year 2023</p> <p>50% (4/8) Pasifika children have improved since end - year 2023</p> <p>33% (1/3) Other children have stayed the same since end - year 2023</p> <p>67% (2/3) Other children have improved since end - year 2023</p>	<p>We have a variety of differentiated Writing programmes in each class that identify and meet the specific writing needs of our children.</p> <p>The BSLA programme was used as a Structured Literacy programme in the junior rooms during Writing time.</p> <p>Our Teacher in Room 1 was accepted onto Cohort 8 2024 BSLA training and Tessa Cooper was accepted as a facilitator and received additional training in this area – a bonus for our school to have this Literacy expertise in the school.</p> <p>High expectations with both surface and deep features of Writing were a focus.</p>	<p>Writing assessments e.g. E- asTTle Writing.</p> <p>Learning Assistants have specific programmes for our Dyslexia / Special Needs children following a Structured Literacy approach.</p> <p>Focus on self - editing and being able to read what they have written.</p> <p>Have each child have their own learning goals in Writing, that are monitored by the child and the teacher.</p>
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