

# Statement of Variance Reporting



<b>School Name:</b>	Oceanview Heights School	<b>School Number:</b>	2110
<b>Strategic Goal:</b>	<ul style="list-style-type: none"> <li>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.</li> </ul>		
<b>Annual Targets:</b>	<ul style="list-style-type: none"> <li>Engage in the curriculum refresh by reviewing and refreshing our school’s local curriculum.</li> <li>Grow the capabilities of our Leaders, Kaiako and Teacher Aides to deliver high level teaching and learning.</li> <li>Align our assessment and reporting practices and tools and learning pathways, with our revised curriculum documents.</li> </ul>		
<b>Curriculum Target:</b>	<ul style="list-style-type: none"> <li>To prioritise our Underachievers in Mathematics to ensure they make accelerated progress.</li> </ul>		
<b>Baseline Data:</b>	<p><b><u>2023 Underachievers:</u></b></p> <ul style="list-style-type: none"> <li>33% (9/27) of the children stayed the same</li> <li>56% (15/27) of the children have improved by 1 year</li> <li>7% (2/27) of the children have improved by 2 years</li> </ul> <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"> <li>Boys have improved by 64% (7/11) since end - year 2022</li> <li>Boys have stayed the same by 27% (3/11) since end - year 2022</li> <li>Girls have improved by 63% (10/16) since end - year 2022</li> <li>Girls have stayed the same by 37% (6/16) since end - year 2022</li> <li>Maori child has stayed the same by 100% (1/1) since end - year 2022</li> <li>Pacific children have improved by 58% (7/12) since end - year 2022</li> <li>Pacific children have stayed the same by 42% (5/12) since end - year 2022</li> </ul>		

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>Staff engaged in the Rob Proffitt White South Canterbury Math's Cluster Professional Development and Teachers implemented revised Maths strategies in their classroom programmes e.g. MoveNProve / DiscussNDefend / RevisitNRetain / RecallNReason / OpeNups.</p> <p>Whole school meetings – we shared best practice and identified strategies that were working for individuals at staff meetings. We regularly discussed at staff meetings, especially after the Math's Webinars and made changes / modified our teaching practice. Staff recorded and monitored learning, as seen in their own teacher's planning, using the newly designed planning sheets and started to use the new individual tracking sheets to show a record of their assessments on individual children – as we are still waiting for the MoE Assessment criteria – we will modify further when we get this guidance.</p>	<p><b><u>Underachievers:</u></b></p> <p>65% (19/29) of the children have stayed the same since end - year 2023</p> <p>34% (10/29) of the children have improved since end – year 2023 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>76% (13/17) Boys have stayed the same since end - year 2023</p> <p>24% (4/17) Boys have improved since end - year 2023</p> <p>50% (6/12) Girls have stayed the same since end - year 2023</p> <p>50% (6/12) Girls have improved since end - year 2023</p> <p>71% (10/14) NZE have stayed the same since end - year 2023</p> <p>29% (4/14) NZE have improved by 1 year since end - year 2023</p> <p>60% (3/5) Maori children have stayed the same 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. We also divided the information 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>We will consolidate the Rob Proffitt – White's Maths pedagogy and we will implement the revised Maths strategies in our classroom programmes e.g. MoveNProve / DiscussNDefend / RevisitNRetain / RecallNReason / OpeNups.</p> <p>Specific staff will continue to implement the TALL programme to assist our ESOL children's progress.</p> <p>Have Learning Assistants support children in small groups, in class.</p> <p>Use a range of Maths assessments to inform learning programmes.</p> <p>Explicitly teach Maths, particularly around Subject Matter Knowledge and Pedagogical Content Knowledge in Mathematics from the new Curriculum – with a focus on Do / Know / Understand for 1 hour a day.</p> <p>Use our new planning documentation – long / short term and weekly planning.</p>

<p>Teachers ensured our children received Explicit Instructional Mathematics 5 x 1 hour per week, particularly around Subject Matter Knowledge and Pedagogical Content in Mathematics – (only just received the Numeracy Curriculum from the MoE) but we are focusing on Do / Know and Understand.</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 Mathematics goals.</p> <p>Ongoing monitoring of Mathematics performance of target group by Principal and Teachers continued – see above.</p> <p>We waited until just recently to see the new Mathematics Phases of Learning across all levels because the MoE has only just given direction on the Curriculum Refresh to be implemented in 2025.</p>	<p>40% (2/5) Maori children have improved since end - year 2023</p> <p>43% (3/7) Pasifika children have stayed the same since end - year 2023</p> <p>57% (4/7) Pasifika children have improved since end - year 2023</p> <p>100% (3/3) Other children have stayed the same 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 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.</p> <p>During 2024, the Board has engaged additional Learning Assistants for Rooms 1, 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.</p>	<p>Identify At Risk of Underachieving children and track through standardised / moderated Maths assessments e.g. PAT Maths, Basic Facts.</p> <p>Identify Accelerated learners and track through standardised / moderated Maths assessments e.g. PAT Maths, Basic Facts.</p> <p>Have Teachers target specific Underachievers and Structured Numeracy programmes to meet their needs.</p> <p>Use the Prime Maths resources where appropriate.</p>
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**We are 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 Math's Cluster processes at this stage.**

**Analysis of the End - year data and report to BoT and staff occurred in the November BoT Report. It reflected and showed a review of data to inform future teaching and learning priorities.**

**Clear communication with whānau to clarify the importance of support from home happened at individual Parent / Teacher Conferences earlier in the year.**

**Staff have not facilitated a whānau session to strengthen home-school learning partnership in Mathematics again, as we were waiting for MoE direction on the Curriculum Refresh, so parents and caregivers had the latest information.**

**Maths Cluster Professional Development in 2024 across the school 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 taught Key Ideas and Elaborations through Number Strategies / Number Knowledge / Equation and Expressions / Patterns and Relationships.**

**Choosing Maths topics that teachers found relevant to our children e.g. Time / Money / Statistics.**