

# Analysis of Variance Reporting



<b>School Name:</b>	Oceanview Heights School	<b>School Number:</b>	2110
<b>Strategic Aim:</b>	<p><b>G.1 Student Learning and Engagement:</b></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>		
<b>Annual Goal:</b>	Refine and deliver high quality teaching and learning programmes with emphasis on Mathematics.		
<b>Target:</b>	To prioritise our underachievers in Mathematics to ensure they make accelerated progress.		
<b>Baseline Data:</b>	<p>We had a 2020 target to prioritise our underachievers in Mathematics to ensure they make accelerated progress.</p> <ul style="list-style-type: none"> <li>67% (8/12) of the children have improved by 1 year to 2 years. As it can take 2 years to get through a Numeracy Stage, when children are in the same Stage for 2 years, this is acceptable and they are still progressing from the beginning of this stage to the end of this stage</li> <li>Boys have improved by 60% (6/10) since end - year 2019</li> <li>Girls have improved by 100% (2/2) since end - year 2019</li> <li>Maori children have improved by 100% (2/2) since end - year 2019</li> <li>Pacific children have improved by 100% (1/1) since end - year 2019</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>
<ul style="list-style-type: none"> <li>Identify prioritised underachieving children / tamariki and track through the rest of the year using standardised / in class assessments e.g. AsTTle Maths / basic facts.</li> <li>Have Maths lessons occurring 5 days a week for at least 1 hour a day, so that this ensures prioritised children / tamariki are engaged in Maths regularly.</li> <li>Cross group / stream which allow Teachers to identify needs and teach accordingly.</li> <li>Have Teachers prioritise underachieving children / tamariki and plan programmes to meet their needs – as evidenced in Teacher’s appraisal “Growth Cycle” documents.</li> <li>Explicitly teach Mathematics to the prioritised children/ tamariki, particularly around key strands, both strategies and knowledge, with a text book focus / practice in the Middle and Senior rooms.</li> <li>Have Teachers focus on this target during staff meetings.</li> <li>Have regular classroom observations of prioritised children / tamariki by the Principal.</li> <li>Have Teacher Aides support prioritised children / tamariki either in small groups</li> <li>Consolidate the Basic Facts: <ul style="list-style-type: none"> <li>Stages 3 - 4: addition to 10</li> <li>x 1, 10, 2 and 5</li> <li>Stages 4 - 5: addition to 10</li> <li>addition to 20 x 1,2,3,4,5,</li> <li>Stages 6 - 7: All</li> </ul> </li> </ul>	<p>We have a 2021 target to prioritise our underachievers in Mathematics to ensure they make accelerated progress.</p> <ul style="list-style-type: none"> <li>38% (15/39) of the children stayed the same.</li> <li>49% (19/39) of the children have improved by 1 year.</li> <li>13% (5/39) of the children have improved by 2 years. It can take 2 years to get through a Numeracy Stage, when children are in the same Stage for 2 years, this is acceptable.</li> </ul> <ul style="list-style-type: none"> <li>Boys have improved by 45% (9/20) since end - year 2020</li> <li>Girls have improved by 79% (15/19) since end - year 2020</li> <li>Maori children have improved by 43% (3/7) since end - year 2020</li> <li>Pacific children have improved by 94% (14/15) since end - year 2020</li> </ul>	<ul style="list-style-type: none"> <li>We are aware that some children have not improved 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 continue to be our focused children at Maths time.</li> <li>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.</li> <li>All classes teach Number Strategies and Number Knowledge</li> <li>Cross groupings allows us to identify needs and teach accordingly</li> <li>Differentiating the Maths lessons to meet the needs of the children</li> <li>Teacher Aide support children in small groups</li> <li>Choosing Maths topics that teachers find relevant to our children e.g. Time / Money</li> <li>NZ Curriculum textbooks were purchased for Level 2 – 4 and this we feel has been beneficial to the children and the results show how these textbooks has</li> </ul>	<p>We will continue to, in 2022:</p> <ul style="list-style-type: none"> <li>Cross group to allow us to identify needs and teach accordingly e.g. major focus on Basic Facts across the school</li> <li>Have Teacher Aides support children in small groups</li> <li>Use structured maths – instructional groups around a balance of Maths programme and textbook practice in the middle and senior rooms</li> <li>Use a range of Maths assessments to inform learning programmes</li> <li>Explicitly teach of maths, particularly around key strands and stages in Mathematics</li> <li>Review our Maths programme, in light of our Local Curriculum focus</li> <li>Identify “At Risk” of Underachieving children and track through standardised / moderated maths assessments e.g. new Maths assessments, Basic Facts</li> <li>Identify Accelerated learners and track through standardised / moderated maths assessments e.g. new Maths assessments, Basic Facts</li> <li>Have Teachers target specific underachievers and plan programmes to meet needs – as evidenced in Teacher’s Growth Cycle documents</li> <li>Have Staff focus on this target during staff meetings</li> </ul>

<ul style="list-style-type: none"> <li>Each prioritised child / tamariki will have their own learning goals in Mathematics, which are monitored by the child / tamariki and the Teacher.</li> </ul>		<p>raised the Maths standard across all the strands</p>	<ul style="list-style-type: none"> <li>Consolidate the Basic Facts:             <ul style="list-style-type: none"> <li>Stages 3 - 4: addition to 10, x 1, 10, 2 and 5</li> <li>Stages 4 - 5: addition to 10, addition to 20, x 1,2,3,4,5,</li> <li>Stages 6 - 7: All</li> </ul> </li> </ul>
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