

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 Reading to ensure they make accelerated progress.		
Baseline Data:	<p>2020 end-year results showed:</p> <ul style="list-style-type: none"> 70% (19/27) of the children have made accelerated progress and improved by 9 months to 2 ½ years. <ul style="list-style-type: none"> Boys have improved by 53% (9/17) since end - year 2019 Girls have improved by 100% (10/10) since end - year 2019 Maori children have improved by 100% (3/3) since end - year 2019 Pacific children have improved by 86% (6/7) 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 children / tamariki and track them through the rest of the year using the PM Benchmarks / Running Records. Cross group / stream which will allow Teachers to identify needs and teach accordingly e.g. decoding / comprehension skills. Have Teachers prioritise underachieving children / tamariki and plan programmes to meet their needs – as evidenced in Teacher’s appraisal documents. Have Teachers and Teacher Aides implement the Sharp Reading process into their Guided Reading programmes 4 days a week for a minimum of 1 hour a day, so that this ensures prioritised children / tamariki are writing regularly. Have Teachers focus on the Balanced Reader - Decoding - Fluency and Phrasing - Comprehension skills. Have Peer Support or Sibling Support for those prioritised children / tamariki who may not have the support at home for home Reading. The Junior Room programme will implement the Reading activities to support the Junior room prioritised children / tamariki. Have regular classroom observations of prioritised children / tamariki by the Principal. Reading Recovery of 4-6 tamariki funded by MoE will be targeted for those tamariki that have the potential to make accelerated progress. 	<p>We have a 2021 target to prioritise our underachievers in Reading to ensure they make accelerated progress.</p> <ul style="list-style-type: none"> 62% (23/37) of the children have made progress and improved by 4 months to 2 ½ years. Boys have improved by 70% (14/20) since end - year 2020 Girls have improved by 53% (9/17) since end - year 2020 Maori children have improved by 67% (4/6) since end - year 2020 Pacific children have improved by 54% (7/13) since end - year 2020 	<ul style="list-style-type: none"> 38% (14/37) of the children have not made progress and either stayed the same (8) or went back(6). 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. All of these existing underachieving children will continue to be our focused children at Reading 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 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. Cross Groupings across all 3 classrooms enabled teachers to focus on smaller groups. 	<p>We will continue to, in 2022:</p> <ul style="list-style-type: none"> Identify At Risk of not Achieving / Underachieving children and track them using the BSL assessments / PM Benchmarks / Running Records Identify Accelerated learners and track them using the BSL Assessments / PM Benchmarks / Running Records Have Teachers target specific underachievers and plan programmes to meet needs – as evidenced in Teacher’s Growth Cycle documents Cross group to allow us to identify needs and teach accordingly e.g. decoding / comprehension skills Have Teachers and Teacher Aides implement the Sharp Reading process into their Guided Reading programmes in the middle and senior rooms Have Teachers focus on the Balanced Reader - Decoding - Fluency and Phrasing - Comprehension skills Encourage weekly recreational reading through our new library Have the additional Teacher support provide an intervention programme for At Risk of not Achieving children by using the BSL programme supported by the Room 1 Teacher Have the additional Teacher support provide an intervention programme for At Risk of not Achieving children

<ul style="list-style-type: none"> • Reading Together programme will be implemented in Term 1 by Reading Recovery teacher to ensure targeted parents / caregivers have the skills and abilities to support their children's reading at home. • Have Teacher Aides support prioritised children / tamariki either in small groups or individually. • Have Teachers focus on this target during staff meetings. • Regular assessments and more in-depth assessments in Literacy skills will be undertaken in the Junior room. • Each prioritised child / tamariki will have their own learning goals in Reading, which are monitored by the child / tamariki and the Teacher. • Teachers will have higher order thinking and comprehension support activities to enhance reading skills that follow on from the Sharp Reading lessons. 		<ul style="list-style-type: none"> • We provided Reading Recovery for 3 children in the 2nd half of the year – as well as a small group as part of the Reading Recovery Early Start Literacy. • The Reading Recovery Teacher implemented the Reading Together Programme with parents and caregivers with a great turnout of new and previous parents and caregivers. • Both the Junior Room and Reading Recovery teachers started their BSL training. The Reading Recovery Teachers has also undertaken the ESL training as part of her Reading Recovery training. We will be in a good place to support our junior underachievers in 2022. 	<p>by using the ESL programme supported by the Reading Recovery Teacher</p> <ul style="list-style-type: none"> • Have Teacher Aides support of children in small groups • Have Staff focus on this target during staff meetings • Regular assessments and more in-depth assessments in Literacy skills will be undertaken in the Junior room • All children have Next Steps for their learning, from assessments that have been undertaken by Teachers • Teachers will have higher order thinking and comprehension support activities to enhance reading skills that follow on from the Sharp Reading lessons.
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