Gate Pā School
Pukehinahina

ANALYSIS OF VARIANCE - 2021

(analysis of the year's performance (analysis of variance) against the directions, priorities and targets that were set for that year in the charter)

LOCALISED CURRICULUM

To develop a rich localised curriculum informed by all stakeholders

TARGET: *Yr3/4's - 60% of male and 60% of māori and pacifica will be working at/above in Writing*

Actions (what did we do?)	Outcomes (what happened?)	Reason for the variance (between what we set out to achieve/targets and what we achieved. Why did it happen?)	Evaluation (where to next?)

*explore and support the implementation of evidence-based, high-impact school-wide literacy approaches
 	
TARGET: *Yr3/4's - 60% of male and 60% of māori and pacifica will be working at/above in Writing*
	*Increased use of phonics based approaches across the school.
	*Highly successful middle school Collaborative Inquiry focused on phonics based approaches to support Writing.
	● All target group shifted at least one sub-level.
	  ○ OTJs
	    ■ Reading 13/21 moved 2 sub-levels, 1 moved 4 sub-levels
	    ■ Writing 7/21 moved 2 sub-levels, the remainder moved one
		*Target was achieved for Year 3 Pasifika and exceeded for Year 4 Pasifika students. Overall, all Year 4s came very close to achieving the target- 57%. Year 3s overall more than doubled from mid-year, however there is still significant work to be done in this cohort.
		*Māori Year 3s and 4s both doubled from mid-year to end of year, however, gains
			*Continue the school journey of building phonological awareness.
			*Early Literacy - junior collaborative inquiry 2022 - 'Strengthen Teacher Pedagogy in Early Literacy with a shared understanding of how student progress is measured'
			*Junior syndicate commit to Better Start Micro Qualification through Canterbury University programme.. All

	Number of students achieving at or above expected level in Writing |		are still required to reach the 60% target. Year 4s are closer to 50%. *The greatest needs are Year 3's as they have the lowest amount at or above the expected level. Within this, Year 3 Male and Māori students require the greatest focus going forward in order to continue these gains. **Barriers that have contributed to this variance:** *Need for more whānau connection for strong home/school partnerships *Truancy *Negative self belief in spelling and writing *Undiagnosed dyslexia or AHDH or other suspected atypical neurological issues *Lack of phonological awareness	junior teachers enrolled for 2022 *Continuation of PLD with Ande from Clarity Education around the Ready 4 Learning Framework to ensure deliberate, evidence-based play invitations. *Diagnosis and program modifications for those with dyslexia or AHDH or other suspected atypical neurological issues. *Engaging with whānau more effectively

	YEAR 3		YEAR 4	
Date	Mid 2021	EOY 2021	Mid 2021	EOY 2021
All	20%	43%	36%	57%
Male	20%	38%	25%	48%
Maori	20%	40%	25%	50%
Pasifika	40%	60%	40%	80%

*develop a learner profile and prioritise goals for the development of a Gate Pā School curriculum	*Whānau voice collected on what is important in a graduate profile. A range of approaches used to gather voice. Most vital themes from whānau came out as strong cultural identity, respect, confidence and being proud of who they are. Themes emerged from survey use of our area as a tool for learning e.g garden to table, gully, teachers using basic reo, being a good and respectful person. *New school values developed *A localised curriculum template is developed to guide syndicate planning	Developing/Ongoing	*Begin mahi on unpacking curriculum areas and finding our main learning goals. Start with Hauora as a whole staff. *Localised curriculum is priority for school PLD * School systems including use of a school-wide planning template facilitates the classroom execution of Te Marau-Ā-Rohe

*develop staff and BOT understanding and capability in Culturally Responsive and Relational Pedagogy with a focus on integrating te reo and tikanga Māori	*Staff gained insight into new syndicate names and can use new knowledge to pass on to tauira *Weekly quick reo PLD for our staff. includes karakia and a reo or tikanga lesson (2-5mins) with resources added to a PowerPoint for all teachers to access. Teachers gaining confidence to use this knowledge with students and staff. Students have been excited to learn the reo and teachers are feeling more supported with teaching the reo in their class as they have a clear guideline. *Māori Language week 2021 resources developed for staff to share as online mahi for their students.	Developing/Ongoing	*introduction of two junior bilingual classes - Y0-1 and Y2-3 *all teachers are working towards integrating te reo Māori and tikanga into their class programme for a minimum of 3 hours per week . *weekly PLD continues *develop/define a shared staff understanding of CR and RP principles and how they look in the classroom and across the school.
*promote student agency through school-wide use of formative assessment/ use of Learning Ladders	*Writing ladders- . All classes have now been updated to new and improved ladders which are easier for tamariki to understand. *All classes have writing ladders displayed in classes and in students writing books. *Staff ensuring students understand what their next writing steps are according to the writing ladder. *Staff have a better understanding of the features of the writing levels for assessment of students' writing. * Writing and oral language learning ladders developed in Te Reo Maori using Te Marautanga o Aotearoa. *Teachers sharing ideas to support the acceleration of priority leaner student writing . Maths learning ladders have been completed and will be trialed and reviewed.	Developing/Ongoing	*PLD re assessment for learning practises. *professional Growth Cycle aligned to student agency including multiple opportunities for student choice , assessment for learning practices and opportunities for students to transform knowledge and share learning.

LEARNING SUPPORT

To support wellbeing and raise the achievement of priority learners with a specific focus on Māori and Pasifika students

TARGET: Improve attendance of target whānau

Actions (what did we do)	Outcomes (what happened?)	Reason for the variance (between what we set out to achieve and what we achieved. Why did it happen?)	Evaluation (where to next?)
TARGET: Improve attendance of target whānau ● use current Learning Support Register (LSR) to respond to the needs of our akonga ● *strengthen school systems/ approaches focused on improving attendance ● *explore NE induction with a view to developing a transition to school programme ● *review early literacy approaches and play-based learning approach ● *timely use of progress and achievement data	<u>Attendance</u> *additional strategies put in place to improve attendance , including class rewards, close monitoring of target group, regular home visits, formal letters and support from external agencies including Ngati Ranginui <u>Learning Support Register</u> *System in place for regular updating of LSR. LSR is used to identify support to date and ascertain next steps for individuals and groups. *Kahui Ako LSR reflects more accurately the needs of Gate Pā School students. <u>NE Induction</u> *Transition to school programme improved through closer links with ECE and gaining ideas from Kāhui Ako. Additions include intro pamphlet and termly visits from our NE teacher to ECEs. <u>Early Literacy</u> *Junior syndicate commit to Better Start Micro Qualification through Canterbury University programme. Two teachers and two support staff complete the programme. All junior teachers enrolled for 2022 *PLD with Ande from Clarity Education around the Ready 4 Learning Framework to ensure deliberate, evidence-based play invitations. This resulted in a lift in student engagement and a shared understanding of goals of play-based learning.	<u>Attendance</u> *Target Met - The reason for the use of a target group was there were a number of students who had very low attendance and we wanted to focus on these students to see if we could support them coming to school regularly. The attendance from this group did improve with texting, phoning, incentives and home visits plus a number of this target group left our school during this time. We reviewed the original target group and then identified a second target group. This focussed on students whose attendance was less than 80%. This group was larger and again, texts, phone calls, incentives and home visits were made which helped to support this group of students' attendance. There was an increase in attendance by 10% of these students from term 3 to term 4. Factors that hindered this group were we went into lock down in term 3 plus the spread of COVID cases in our community saw a number of parents keep their students at home. <u>Learning Support Register</u> *LSR is now an effective tool for making evidence-based decisions about support for learners. Gate Pā School has a rigorous system in place to ensure LSR is continually updated. <u>NE Induction</u>	● Attendance - use of target group approach to continue along with use of range of whānau-centric strategies ● Learning Support Register - monitor and refine system implemented in 2021. ● Use LSR and other data to facilitate the early identification and response to students with additional learning needs. ● Ensure agility in system so tier 2 and 3 programmes can be introduced to support wellbeing and learning ● NE Induction - strengthen meaningful relationships with local ECE through regular contact ● Early Literacy - junior collaborative inquiry - 'Strengthen Teacher Pedagogy in Early Literacy with a shared understanding of how

	*Learning Assistants attend phonics PLD Use of Progress and Achievement Data *Syndicates looked deeper at OTJ data and put faces on the data and identified issues and concerns. *Draft Process for monitoring shift has been created and shared.	System in place for 2022 to better support children starting school and their whānau. Early Literacy PLD to continue for junior teachers in Better Start and Play Based Learning , resulting in increased use of evidence based pedagogy. Use of Progress and Achievement Data System for ensuring effective use of data developed.	student progress is measured' ● Use of Progress and Achievement Data - increased focus on progress rather than achievement. Mining data for those students who are not making progress.

HAUORA

To develop a healthy school culture characterised by care and respect for all.

TARGET: increase whānau engagement with seesaw from 48% to 75%

Actions (what did we do?)	Outcomes (what happened?)	Reason for the variance (between what we set out to achieve/targets and what we achieved. Why did it happen?)	Evaluation (where to next?)
*TARGET: increase whānau engagement with seesaw from 48% to 75% *develop students' kete of strategies for social /emotional regulation and healthy bodies. *support consistent use of PB4L essentials and develop the use of restorative conversations *increase engagement with whānau and others in our community through a range of opportunities	*Seesaw - Teachers supported to use through personalised PLD and regular sharing. Target exceeded. *All teachers supported to regularly implement mindfulness practises in their classes *Kia Mauri Tau corners set-up and utilised in all classes . *Increased resourcing for kaiarahi and SWIS resulted in more group programmes and individualised support for students with additional needs. *Improved systems for identifying and supporting chn with additional needs . These include smart use of Lng Support Register, ODR data and regular hui with RTLB and social workers. *Deeper analysis of behaviour data has resulted in greater consistency recording incidents and the use of behaviour plans to support children who are having an increase in incidents. *Syndicate wide tracking chart developed to ensure bhv incidents are monitored at weekly team hui. *PB4L team meets twice a term to review ODR data and discuss issues and future plans based on school wide data.	*Seesaw - the 75% whanau connectivity target has been exceeded by 8%. Reasons include ongoing support for tchs and parents in use of seesaw, ongoing monitoring of target and the use of seesaw during lockdown. *Kete of strategies and support systems strengthened *Consistent use of PB4L essentials and use of restorative conversations *Many planned community events were cancelled due to COVID restrictions.	*Continue to uphold , monitor and support staff to meet school-wide Seesaw expectations. *Introduction of regular learning exhibitions in each syndicate *Parent workshops facilitated in response to need *Whānau encouraged to share skills *Continue developing kete of social /emotional regulation tools through PLD on trauma-led development *Multiple, varied opportunities for collaboration with whānau *Deliberate whānau -centric opportunities to celebrate the language, culture and identity of the many cultures at Gāte Pā School. *Continue to mine data at a syndicate level so individuals can be identified and supported.. * ECE connections continue to be strengthened through regular

	*PB4L lessons and school matrix are reviewed to ensure they are current. *School-wide PLD in Restorative Practice results in increased skill development and consistency
	
	*Reduction in Behaviour Incidents
	    ◦ *Major behaviour incidents from Term 3 to Term 4 increased by 2% while minor behaviour incidents from Term 3 to Term 4 reduced by 49%. Overall, from Term 3 to Term 4, behaviour incidents reduce by 48%.*
	
	*Cultural Calendar created to ensure all cultures are celebrated.
	
	*School Front Design created to incorporate all continents. Some parents and children were involved, working with the artist and curator.
	
	*New play equipment purchased for each classroom through funds raised by FOTS.
	
	*Student learning and well-being continues to be supported by whānau and community connections including
	  - Seesaw - tchs supported to use through personalised PLD and regular sharing
	  - Whānau picnic held at the start of the year to welcome all. Over 200 people attended.
	  - Friends of the School hosted a range of activities including second hand clothes stalls and sausage sizzles.
	  - An afternoon tea for new whānau
	  - Opportunities for the different cultural groups to share their culture, language and identity through school -wide events and regular meetings i.e. : Filipino Group
	  - Pasifika Community Gathering, Eid/Ramadan; Samoan Language week, Kiribati language week, Cook Island language week, Tongan language week, Tongan Dance performance; Filipino Independence Day; South Africa week.
			communication including visits to our kura.

	Parents have led most of these events - singing, dancing and helping run two assemblies for Samoan and Filipino weeks. These activities impact the learners. as they boost student confidence and pride. - Matariki was observed throughout the school and with a whānau sausage sizzle. - Gate Pā School involvement in community events i.e. ANZAC Park Events - Connections with Tauranga Girls' and Boys' Colleges are strengthened through activities including reading in the library , picnics , art experiences, role modelling in play at break time and leadership mentoring. - Highly successful new whānau exhibition and afternoon tea in the new entrant room. 75 % parents attended. . <u>New Connections:</u> *Altrusa volunteers supported students weekly with reading *Partnership with local church resulted in funding for the continuation of our ICONZ woodwork programme *Survey completed by Filipino group showed they were very satisfied with the way their culture is valued at GPS.		