







Gate Pā School
Pukehinahina

Analysis of Variance - 2019

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CHARTER - 2018 -2022

 <p style="text-align: center;">Gate Pā School Pukehinahina</p>	<p style="text-align: center;">Strategic Direction 2018 - 2022 Motto: We Care Mission statement: Growing Caring Citizens for our world</p> <p style="text-align: center;">Vision Statement To provide rich teaching and learning experiences so that all students have inquiring minds, are numerate and literate, are able to care for others and their environment, are culturally sensitive and aware and aim for their personal best in all academic, physical, cultural and social setting.</p>			
<p>Our strategic goals</p> <ol style="list-style-type: none"> 1. We have a school and community emphasis on well being for all. 2. We develop the rich Gate Pa curriculum that is engaging, exciting, challenging and fun. 3. We expand and enhance our play based and inquiry learning. 4. Our focus includes raising the achievement levels of our priority learners with a specific focus on our Maori and Pasifika students. 5. Our COL [Community of Learning] focus of "culturally responsive pedagogy" links to every aspect of school life. 	<p style="text-align: center;">Wellbeing</p> <ul style="list-style-type: none"> • An ethos of CARE for teachers, students and whanau • Developing resilience, empathy, compassion, relationships, joy and happiness, • Pb4I providing clear expectations. • Restorative practice. • Attendance = Achievement • Clear and continuous communication. • Recognising and celebrating our strong cultural diversity. 		<p>PB4L - Positive Behaviour for Learning - values:</p> <p>C = confident A = hard working R = respectful E = honest</p>	
	<p style="text-align: center;"><u>Marautanga (Curriculum)</u></p> <p>Implementation of the NZ Curriculum and the Gate Pā Curriculum so that all students have opportunities and experiences that are based on</p> <p>The Gate Pa curriculum:</p> <ul style="list-style-type: none"> • Te Marautanga o Aotearoa. The NZ curriculum. Care for the environment. Inclusiveness. • Using PLAY as a medium for powerful learning • Strong partnership between home and school <p><u>Progress</u></p> <ul style="list-style-type: none"> • Students being able to talk about their learning and next steps • Celebrating the shifts in achievement • Having a rich choice of extracurricular activities available to enhance the talents of students. • Promoting student voice in the life and direction of the school. • Ensuring there is success for all. 	<p style="text-align: center;">Ako (Learning)</p> <p>Enhancing teaching for effective learning based on: Student and teacher led inquiry; Student voice valued; students talking about their learning; student led learning; making prior connections; positive praise central to all interactions; co-construction of success criteria; co-planning; positive tone</p> <p>to every classroom; appropriate resources ready and available for teachers and learners; tuakana teina highly valued and capturing the expertise of the students to help others; te reo spoken; NZ identity evident; first language used and heard; busy learning buzz in all rooms; programmes differentiated for all learners; care between children valued; laughter-joy and happiness; fully engaged learners; co-operation; confidence; high level questioning;</p>	<p>Current and New Initiatives</p> <ul style="list-style-type: none"> • Garden to table • Reporting to parents includes and values talking with parents, two student led conferences, learning snapshots home twice a year ,informal face to face meetings and a succinct summary end of year written report. • "Know me before you teach me " is central to all relationships • ERO recommendations from 2015 implemented • Modern learning environment furniture for the 3 middle classes. • 5ya projects of security cameras modernisation of rooms 9-11 and new carpet tiles on upstairs/downstairs corridors completed. • Strategic plan of school linked to the focus of our COL[Community of Learning] • All middle/senior/tumaki classes have 1:1 devices together with sets for each junior room 	<p>Qualities of a Gate Pa Student:</p> <ul style="list-style-type: none"> • Reliance • Compassion • Empathy • Well being • Relationships • Communicator • Joyful/Happy <p>Our Key competencies:</p> <ul style="list-style-type: none"> • Managing self • Relating to others • Thinking • Participating and contributing
<p style="text-align: center;">Gate Pā School Pukehinahina</p>			 <p style="text-align: center;">Gate Pā School Pukehinahina</p>	

ANNUAL PLAN - 2019

Teaching Pedagogy	Well being for all	Rumaki and Puna Reo	Professional Learning	Parent Engagement
<p>TAI 2019 include “know me before you teach me”-”changes I make to my practice and - have these changes made any difference</p> <ul style="list-style-type: none"> Continue our inquiry journey with a special focus as to how literacy and maths can be effectively integrated into the inquiry context. Lifting the writing ability of all students but in particular our priority learners and review writing assessment tests. Play Based teaching and learning established and part of all junior programmes. We ensure there is a strong focus on “student voice” so we have strong data on the reality of life at Gate Pā School for the students .schoolwide template set up to track priority learners continuously to monitor their progress and evaluate the support in place Provide opportunities to learn a 2nd/3rd language with classes in Spanish and hopefully Mandarin. 	<ul style="list-style-type: none"> Continue with the start we have made in 2018. Adding the dimension of mindfulness to empower all staff, students and whānau. PB4L Values are expanded and are acknowledged in a new certificate system. Rongohea Te Hau survey results provide feedback to the support we do offer or could offer. Ensure all new staff are inducted into our core values and beliefs. Developing resilient, compassionate, kind, empathetic, joyful, happy creative students who have a strong sense of belonging Continue to support whanau in need and being aware and appreciate many families are struggling with the complexities of bringing up children in this day and age. 	<ul style="list-style-type: none"> New furniture and storage units completed Concept plan for redesign of the 2 rooms completed Marau ā Kura integration to all facets of Gate Pā School Te Mātāwai - Reo i te Kāinga (language in homes) national goal is a rumaki goal. Funding secured. Building rumaki and puna reo whānau capacity and capability through language plan called, 'Whakamana Whānau, Whakamana Reo'. Puna Reo and Rumaki ongoing development of 'whakawhanaungatanga' making connections with each other and our communities. Māori policies - te reo Māori and Tangihana for implementation in rumaki, puna reo, schoolwide and with its communities. PLD Teacher development focus is on reo ā waha to help improve writing Continuation of the localised curriculum for learning, Mataatua waka, Ngai Te Rangi, Pūkenga and local pūrākau of these areas. Stronger initiatives around 'Ngā Toi (visual, music, dance, drama) for all ākonga, specifically the guitar, and Māori weaponry taiaha, patu, poi and carving. 	<ul style="list-style-type: none"> Provide PLD opportunities in Te Reo and Tikanga for all staff. Resources collated from across all the local Iwi through the Kahui Ako Kahui Ako continuing to unpack what CRRP means to the teacher and learner at Gate Pā. Refine Shadow coaching with a specific focus on our priority learners Continue to contribute to the Peninsular cluster network Junior team involved in additional professional learning around play based teaching and learning. Continue to refine our inquiry processes with careful consideration of the themes selected that we know will engage our students Expand our digital knowledge so students and staff can maximise all digital opportunities 	<ul style="list-style-type: none"> Have the seesaw app available for all parents. Encourage help in the classroom from parents especially Garden to Table volunteers, Parents strongly encouraged to get involved in <i>Play based learning</i> at school Regular Classroom helpers, and support for Sports, Trips, visits, School wide Matariki and Diwali celebration. Active involvement of both students and whānau in the Student Led Conference Continue to use Facebook, text alert and seesaw as another way of staying in touch with parents Explore other parent education opportunities Teachers to keep in contact with parents on a regular basis so there are “no surprises” Using the Rongohea Te Hau survey results to ensure there is a strong parent voice and follow up to any areas where results did not match student and teachers perception

		<ul style="list-style-type: none"> • Building a network with iwi of Tauranga Moana into the rumaki and puna reo then schoolwide. • Building a core group of local pakeke/elders to guide the rumaki and puna reo development to 2030 • Te Tiriti o Waitangi professional development/training or workshops for all rumaki staff, rumaki whānau and schoolwide. 	<ul style="list-style-type: none"> • Establish/strengthen whānau networking for Māori; Pacific Islands; Filipino; Indian families • Take part as a school in a commemoration of the Battle of Gate Pā so all students are more aware of the significant historical event. • Encourage parents to be involved in the Electives in Term 2 and 3.
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Refinements	Initiatives	Continue	Finance and Property	BoT
<ul style="list-style-type: none"> • Garden to Table is expanded to include the whole school. • Reporting to parents all year involves 2 student led conferences, end of year summary report, seesaw (sharing of classroom learning with whānau), work samples home and learning snapshots. • Refine schoolwide practices to reflect our Māori culture and how we do things to enhance our history and connections. 	<ul style="list-style-type: none"> • 5 community gardens established to help make stronger connections with the wider community and to support families in need. • New murals added to the existing panels. • New play area established adjacent to junior rooms so play based teaching and learning can expand. • Cultural celebration day-term 3 • ANZAC Day commemoration as close as possible to actual day. • Opportunities for children “to give” • Introduction of new style of sun hats 	<ul style="list-style-type: none"> • Promote both the Puna Reo and our 2 Rumaki classes as options for all Māori and all cultures. • To be involved in cultural events such as Ra Whakangahau, Polyfest, Diwali and Matariki. • PB4L - Tier 2 with involvement of the whole staff. • Selection of inquiry themes that excite, engage and connect with our learners. • Offering Spanish and mandarin as a second/third/4th language option. • The rich Gate Pā curriculum includes EOTC, the arts, health and PE, the sciences and play are key components of our local curriculum • Curriculum teams with a focus on maths, literacy, inquiry & hauora • Buddy classes building the tuakana teina culture across the school • Art exhibition term 2 incorporated into the student led conferences • All staff continue active supervision at all break times based on our pb4l culture • Close monitoring of attendance and follow up • New parents and students have a full induction by the principal on enrolment 	<ul style="list-style-type: none"> • Extension of our security cameras to cover front entrance, front court car park and the back of the August room. • Room 1 & 2 set up with new classroom furniture and storage. • Complete final concept drawings for Room 1 & 2 refurbishment which would include an opening between the 2 rooms; creating an indoor/outdoor flow. • Painting of upstairs corridor and stairwell. • Ensure school is compliant in all aspects of health and safety. • Run a surplus budget. • Annual budget reflects the priorities of the Annual Plan. 	<ul style="list-style-type: none"> • Appointment of a new Principal to start in Term 4. • Recruitment of new Board of Trustees members. • Put in place the recommendations from recent ERO report.

ANALYSIS OF VARIANCE - 2019

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

Goal 1: Well-being

TARGET:

- to support staff well-being
- to reduce student behaviour entries in Edge
- to increase staff knowledge and implementation of PB4L

Actions (what did we do?)	Outcomes (what happened?)	Reason for the variance (between what we set out to achieve and what we achieve. Why did it happen?)	Evaluation (where to next?)
<p>TARGET</p> <ul style="list-style-type: none"> - To support staff wellbeing <p>KEY ACTIONS</p> <ul style="list-style-type: none"> - Staff member given responsibility for well-being. She facilitated termly activities and weekly updates. - External facilitators provided mindfulness PLD for staff. 	<ul style="list-style-type: none"> -Increased awareness of the concept of hauora and what it takes to ensure individual well- being. -Connections between staff strengthened. -Staff feel increasingly valued thus leading to a boost in staff morale. -Staff practised mindfulness for one's own well-being. -Some teachers trialed mindfulness in their classrooms using online tools like smiling mind. Teachers noted that these classes were more settled when teachers and students participated, especially after break times 	<ul style="list-style-type: none"> -Staff hauora is valued and the dimensions that contribute to individual hauora are understood. -Budget prohibited further mindfulness PLD in 2019. More PLD would allow further use of mindfulness with children. 	<ul style="list-style-type: none"> - Continue to value staff well-being, show this by continuing to have a staff member responsible for promoting well-being and by giving time for regular sessions. -Evaluate school systems/ processes and their impact on student learning. <p>Consider</p> <ul style="list-style-type: none"> - how much value these systems are adding - teacher workload - working smarter
<p>TARGET</p> <ul style="list-style-type: none"> - To reduce student behaviour entries in Edge - To increase staff knowledge and implementation of PB4L 	<ul style="list-style-type: none"> - Highest number of behaviour entries were in term 1 and 4. Reduction in terms 3 and 4: <ul style="list-style-type: none"> • Term 1 - 412 entries. Main problem behaviour - defiance and inappropriate 	<p>Terms 1 and 4 there was an increase in behaviour incidents. A larger number of tier 2 students.</p> <p>Some possible reasons</p> <ul style="list-style-type: none"> -new children arrived and not 	

<p>KEY ACTIONS</p> <ul style="list-style-type: none"> - PB4L trainings in Term 1-3 - PB4L team meets regularly - Ongoing and annual evidence based review 	<p>behaviour.</p> <ul style="list-style-type: none"> • Term 2- 286 entries. Main problem behaviour - defiance and fighting. • Term 3- 373 entries. Main problem behaviour - inappropriate behaviour and defiance. • Term 4- 473 entries. Main problem behaviour - inappropriate behaviour and defiance. <p>-Regular staff PLD in Terms 1- 3 where the following processes were reviewed: incentives for students including CARE cards, golden tickets and the introduction of school/house leaders.</p> <p>-Use of external experts including</p> <ul style="list-style-type: none"> • RTLB for behavior plans and staff PLD. • PB4L annual review (Fidelity Inventory) <p>-PB4L team met each term - data was reviewed and next steps decided and implemented.</p> <p>-PB4L lesson taught in each class weekly . These lessons were adapted/ used responsively to target problem areas</p> <p>-PB4L principles and practices communicated through staff handbook and regular PLD</p>	<p>brought up to speed with PB4L</p> <ul style="list-style-type: none"> - change of Principal - senior management/teacher movement 	<p>-Build on 2019 successful practice - refer PB4L Tiered Fidelity Inventory</p> <p>-Increased focus on school wide consistency of of PB4L practice:</p> <ul style="list-style-type: none"> - All staff are expected to have high expectations for learning and therefore best PB4L practice. - All staff expected to affirm correct behaviour and re correct incorrect behaviour, This will be communicated at TOD. - DP to monitor school wide implementation of PB4L <p>-A focus on tools to support student well-being and learning to continue including:</p> <ul style="list-style-type: none"> - staff PLD on fun friends, restorative chats, circle time, mindfulness, FBA -PB4L induction for new students and support staff and relievers <p>A focus on PB4L systems including:</p> <ul style="list-style-type: none"> - definition of inappropriate behaviour (major and minor). - procedure (flowchart) for addressing minor and major misbehaviour <p>-Review SMS's effectiveness in collecting and analysing PB4L data. Compared to other SMS.</p> <p>-Values increasingly unpacked and displayed</p>
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			<p>throughout the school, reinforced at school events including school assemblies.</p> <p>-PB4L presence of school website</p>
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Goal 2: Curriculum

TARGETS:

- Curriculum targets:
 - **Maths**
 - target groups for 2019 Year 3 and Year 5 Māori students- to have 70% of target students at or above their expected curriculum level
 - Upskilling Teaching Staff in current best practice - mathematical discourse, problem solving, rich tasks and integration of mathematics across the curriculum
 - **Reading:**
 - To have 80% of students reading at/above expected curriculum level
 - **Writing**
 - To have 70% of students writing at/above expected curriculum level
 -
- To build teacher capability in culturally responsive and relational pedagogy.

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?)
<p>TARGET:</p> <ul style="list-style-type: none"> - Maths- target groups for 2019 Year 3 and Year 5 Māori students- to have 70% of target students at or above their expected curriculum level - Upskill teaching staff in current best practice - mathematical discourse, problem solving, rich tasks and integration of mathematics across the curriculum 	<p>-Target exceeded for identified target groups: Year 3 - 95% of māori students achieving at or above expected level. Target 70%. Year 5 - 93% of māori students achieving at or above expected level. Target 70%.</p> <p>-Mainstream: In maths all year levels, on average 75% of students were at or above their expected curriculum level.</p>	<p>Teacher workload, knowledge and confidence</p>	<p>-PLD in maths pedagogy needs to continue to be a focus</p> <p>-Effective practice shared via increased collaboration - within and across teams</p> <p>-Explore with staff</p> <ul style="list-style-type: none"> - Data dips at transition stages/new curriculum levels - junior -middle and middle to senior. How do we minimise impact

<p>KEY ACTIONS:</p> <ul style="list-style-type: none"> - termly maths problem and self/reflection analysis by teachers - Maths team meet and discuss needs - feedback to teams - Explore effective use of Mathematics - Staff trainings MAPS - Upskilling teachers - Revisiting skills taught in previous PD - Sharing of ideas 	<p>Rumaki: In maths all year levels, on average 63% of students were at or above their expected curriculum level.</p> <p>Strengths: Year 3 and 5</p> <p>Weaknesses: Year 1 and 6</p> <p>Upskilling teachers</p> <ul style="list-style-type: none"> - termly maths problem and self-reflection analysis by teachers -most teachers reported on the progress that they had found with problem solving strategies. <p>Team meeting up skilling and tracking of students</p> <p>Supporting teachers</p> <p>Sharing of ideas back to teams</p> <p>Independent and follow up activities for students</p> <p>Teacher confidence/upskilling/reaffirming skills (Term 2)</p>	<p>Met term 1 and 2</p> <p>Time for meeting was not given due to other trainings in term 3</p> <p>Teachers used mathematics in a variety of ways with varying uptake and success .</p> <p>Positive teacher engagement with staff training - term 4</p>	
<p>TARGET:</p> <ul style="list-style-type: none"> - Reading: to have 80% of students reading at/above expected curriculum level <p>KEY ACTIONS:</p> <ul style="list-style-type: none"> - Shadow Coaching and Mentoring - 200 nights incentives 	<p>Targets Met:</p> <ul style="list-style-type: none"> - Mainstream- Year 2, 3 and 5 - Rumaki - Year 5 <p>-Reflection on teaching pedagogy through shadow coaching and individual goals created.</p> <p>-Excellent use of a range of reading resources particularly interactive resources.</p> <p>-Low percentage of students that</p>	<p>-Shadow coaching and mentoring and TAIs led to some positive gains in the reading</p> <p>-200 nights reading not working as effective incentive</p> <p>-Transitions across school having a negative impact on data</p>	<p>Explore with staff - Is 200 nights Reading an important target. If so, how do we give this value?Have high expectations for attainment of this target?</p> <p>Continue with Shadow coaching with a co-constructed focus.</p>

	<p>made 200 nights reading.</p> <p>-Focus on strategies to accelerate progress of Priority Learners.</p>		<p>Revisit valued outcomes for Year 1's. What are valued gains ? What evidence do we have that these gains are happening?</p>
<p>TARGET:</p> <ul style="list-style-type: none"> - Writing: To have 70% of students writing at/above expected curriculum level <p>ACTIONS:</p> <ul style="list-style-type: none"> - Shadow Coaching and Mentoring 	<p>Targets Met:</p> <ul style="list-style-type: none"> - Mainstream- Year 3 and 5 - Rumaki - Year 5 and 6 <p>-Reflection on teaching pedagogy through shadow coaching and individual goals created.</p>	<p>-Shadow coaching and mentoring and TAIs led to some positive gains in the writing.</p> <p>-Transitions across school having a negative impact on data</p>	<p>Implement Collaborative Inquiries</p>
<p>TARGET:</p> <ul style="list-style-type: none"> - To build teacher capability in culturally responsive and relational pedagogy. <p>ACTIONS:</p> <ul style="list-style-type: none"> - Support strategic direction of Tga Peninsula Kāhui Ako. <ul style="list-style-type: none"> ● 2 Within School Teachers. Focus: evidenced based inquiry on culturally responsive and relational pedagogy continues ● Principal on Advisory Group. 	<p>-Development and use of CRRP - Gate Pa School Teacher Continuum</p> <ul style="list-style-type: none"> - Walk Through observations indicate an increase in CR and RP <p>2019</p> <ul style="list-style-type: none"> ● No Evidence 0% ● Little Evidence 0% ● Some evidence 43% ● Integrating evident 57% <p>2018</p> <ul style="list-style-type: none"> ● No evidence 0% ● Little evidence 30% ● Some Evidence 23% ● Integrating Evidence 41% ● Fully integrated 6% <p>-Stakeholder collected on key aspects of culturally responsive and relational pedagogy:</p> <ul style="list-style-type: none"> - In Term 3 2019, 123 whānau responded to a Gate Pā School Survey which was sent home or available online. Fifteen Teachers, one hundred and sixty nine 	<p>-Evidenced based approach and co-constructing next steps from evidence</p> <ul style="list-style-type: none"> ● Rongohia Te Hau Shadow Coaching and Mentoring ● Positive teacher engagement with staff training including ● Professional Development - Dee Reid Te Tiriti o Waitangi, AST, Kahui Ako 	<p>PLD upcoming foci to include:</p> <ul style="list-style-type: none"> - Teacher knowledge of Te Reo and Maori Tikanga - High Expectations - Knowing the learner and knowing the teacher. <p>Explicit focus on increased collaboration between Auraki and Rumaki</p> <p>Strengthen whanau connections, increase authentic ways to engage whanau</p>

	<p>students and four Support Staff also responded to this survey. The results of the four surveys and the walk through data were compared.</p> <ul style="list-style-type: none"> - As a result of this data and staff feedback the following areas for development were highlighted. <ul style="list-style-type: none"> - Teacher knowledge of Te Reo and Maori Tikanga - Knowledge of Teachers - Care and support for students - High Expectations - Respect for teachers 		
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Goal 3: Priority Learners

TARGETS

- To accelerate the progress of at least 50% of PLs in Reading, Writing and Maths.
- To focus on narrowing the differentiation gap between Maori and other students.

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?)
<p>TARGET:</p> <ul style="list-style-type: none"> - To accelerate the progress of at least 50% of PLs in Reading, Writing and Maths. 	<ul style="list-style-type: none"> - Student progress monitored across the year. - Regular team discussions focused on teacher actions to accelerate 	<p>Target met/exceeded for:</p> <ul style="list-style-type: none"> ● Mainstream - Reading, Maths and Writing ● Rumaki - Pāngarau. 	<p>-Implement improved electronic system for the aggregation of school-wide Priority Learner data:</p> <ul style="list-style-type: none"> - identifying - monitoring of progress

<p>KEY ACTIONS:</p> <ul style="list-style-type: none"> - Priority learner progress monitored regularly. - TAI include regular professional discussions on teacher actions to accelerate progress of Priority learners. - TAI linked to teacher appraisal 	<p>the progress of Priority Learners. Discussions documented.</p> <ul style="list-style-type: none"> - Use of external expertise and professional readings to support the introduction and implementation of new strategies. -Appraisal discussions include a focus on the acceleration of priority learners. -Teaching pedagogy making a positive difference to priority learners had a knock on effect to improve outcomes for all students. <p>-Results from 2019 EOY data:</p> <ul style="list-style-type: none"> o Rumaki <ul style="list-style-type: none"> ■ Pānui- 44% of Priority Learners made accelerated progress. ■ Tuhituhi- 22% of Priority Learners made accelerated progress. ■ Pāngarau- 56% of Priority Learners made accelerated progress. o Mainstream <ul style="list-style-type: none"> ■ Reading - 56% of Priority Learners made accelerated progress. ■ Writing- 60% of Priority Learners made accelerated progress. ■ Maths- 58% of Priority 	<p>Ongoing , deliberate focus on Priority Learners.</p> <p>Some students left/came back with this impacts on our data.</p>	<ul style="list-style-type: none"> - Celebrating progress - moderation - actions to accelerate <p>-Evaluate a range of Student Management Systems for their ability to support the management of Priority Learner data.</p> <p>Continual focus on accelerating the progress of priority learners :</p> <ul style="list-style-type: none"> - collaborative inquiry - use of external expertise, rigorous, regular within and across team dialogue. - increasingly link acceleration of Priority Learners to appraisal process <p>Develop senior staff confidence to engage in Open To Learning Conversations that will make a difference to the wellbeing achievement of our tamariki.</p> <p>Auraki /Rumaki connections.</p>
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	Learners made accelerated progress.		
<p>TARGET:</p> <ul style="list-style-type: none"> - To focus on narrowing the differentiation gap between Maori and other students. <p>KEY ACTIONS:</p> <ul style="list-style-type: none"> - Shadow Coaching of Gate Pā staff to improve cultural relationships and responsive pedagogy - Middle staff PLD - Learning how to hold reflective 'learning conversations' and having reflective 'post shadow-coaching' discussions. 	<p>-Priority learners (Māori) were identified - levels of engagement were recorded</p> <p>-Shadow coaching sessions - 2 per year, per teacher. Included teacher reflection on shadow coaching</p> <p>-Results from 2019 EOY data show that Māori priority learners made more progress than 'All' learners.</p> <p>Reading</p> <ul style="list-style-type: none"> • 56% of priority learners made accelerated progress. • 63% of Māori priority learners made accelerated progress. <p>Writing</p> <ul style="list-style-type: none"> • 60% of priority learners made accelerated progress. • 67% of Māori priority learners made accelerated progress. <p>Maths</p> <ul style="list-style-type: none"> • 58% of priority learners made accelerated progress. • 63% of Māori priority learners made accelerated progress. 	<p>-Target achieved, contributing factors:</p> <ul style="list-style-type: none"> - Time for key personnel to do their role - Quality and commitment of COL personnel- WST and AST - Use of external and collective expertise - Across School Teacher and COL hui, COL collective. - Evidence based decision making through the use of data. - Shadow coaching effective strategy <ul style="list-style-type: none"> - in collecting evidence of practice to inform a follow-up learning conversation with the teacher. - in unpacking pedagogy to inform an individual shadow coaching plan to enable the teacher to continue to develop their understanding of culturally responsive and relational pedagogy. 	<p>Shadow coaching to continue with a co-constructed focus that aligns with Culturally Responsive Practice</p> <p>Develop senior staff confidence to engage in Open To Learning Conversations that will make a difference to the wellbeing achievement of our tamariki.</p> <p>Develop understanding/ make conscious decisions, which reflect Gate Pā School as a unified kura with a shared vision and values; offering two pathways for students - Rumaki and Auraki (mainstream)</p> <p>Further utilise our physical environment as a learning tool - reflect culture , history ...</p> <p>Communicate the vision and values of Gate Pā School using clear, concise, bi-cultural signage.</p>

Kiwisport Funding 2019:

Kiwisport is a Government funding initiative to support sport for school-aged children. A direct fund has been included in the Ministry of Education's Operations Grant paid quarterly to schools for 2019 and has been identified as a separate line in the entitlement notice.

Gate Pā School received \$4506.54 as part of our Operations Grant. This funding is used to support all our students have access to regular PE and sport initiatives. The funding helps support, but by no means covers, the following opportunities:

1. Class weekly PE programmes
2. Students to attend Inter-school competitions
3. Provision of sports equipment
4. Subsidies for student who need financial assistance
5. School events: Athletics sports, swimming programmes, X-country
6. Assistance with transport to specialized sporting events
7. Gradual replacement of sports uniforms

All students at our school are well supported to be involved in sports or physical activity throughout the year and our Kiwisports funding contributes to this.