



# Gate Pā School

## Pukehinahina

### ANALYSIS OF VARIANCE - 2020

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

#### **PRIORITY LEARNERS**

**Our focus includes raising the achievement of priority learners with a specific focus on Māori and Pasifika students.**

\*develop staff and BOT understanding and capability in Culturally Responsive and Relational Pedagogy with a focus on integrating te reo and tikanga Māori

\*increase collaboration with a range of stakeholders focused on processes and strategies to accelerate the progress of Māori and Pasifika students

\*school-wide systems developed for identifying, monitoring and celebrating progress of PLs and target groups

#### **BASELINE DATA and ANNUAL TARGET**

##### **2019 Mainstream Baseline**

Year 2- 47% at/above expected level in Writing

Year 4 - 65%

at/above expected level in Writing

##### **2020 Targets Mainstream**

Year 3- 65 % at/above expected level in Writing

Year 5- 75 % at/above expected level in Writing

**2019 Rumaki Baseline Korero** - No quantitative baseline available

##### **2020 Targets Rumaki Korero**

To be developed as part of involvement in Mauri Tū Mauri Ora (Programmes for Students): Taki Ākina.

##### **Baseline Data Dec. 2019:**

Evidence based Inquiry highlighted the following area for development: Teacher knowledge of Te Reo and Maori Tikanga

Question 17 student responses to - *Teachers in my class have a good understanding of Te Reo and Maori Tikanga.*

Agree - 76 students / Sometimes agree - 72 students/Disagree - 3 students/Don't know - 16 .

**Target** to increase the number of students who perceive Gate Pā teachers having a good understanding of te reo and tikanga by 25%

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?)
<p><b>*develop staff and BOT understanding and capability in Culturally Responsive and Relational Pedagogy with a focus on integrating te reo and tikanga Māori</b></p> <p>WSTs facilitated shadow coaching and data collection through Gate Pā survey</p> <p>Use of te reo and tikanga māori integrated into school appraisal system.</p> <p>Within school 'Tikanga Team' developed</p> <ul style="list-style-type: none"> <li>• This team facilitated a series of teacher pld including two hui on Treaty of Waitangi.</li> <li>• Te Reo PLD was also offered for support staff. This covered a variety of kaupapa (Introducing ourselves, Greetings, Pepeha, Pronunciation and Tikanga Maori)</li> <li>• School karakia</li> <li>• Syndicates renamed to reflect local legend</li> </ul> <p>Regular hui with kaumatua and principal</p> <p>Kāhui Ako BOT hui with Ngai Te Rangi - Guidelines to Strengthen Cultural Responsiveness.</p>	<p>Gate Pā Survey completed in Term 3, 2020 showed a slight <b>upward trend</b> from 2019 with teachers between disagree and sometimes agree that they have a good understanding of Te Reo and Maori Tikanga.</p> <ul style="list-style-type: none"> <li>• Question 17 student responses to - <i>Teachers in my class have a good understanding of Te Reo and Maori Tikanga.</i> <ul style="list-style-type: none"> <li>○ 62 students Agree (-2.04%)</li> <li>○ 57 students Sometimes Agree (-3.56%)</li> <li>○ 9 students disagree (+4.34%)</li> <li>○ 16 students don't know (+1.27%)</li> </ul> </li> </ul> <p>Teacher reflection on CR and RP through shadow coaching and the creation of individual goals. All teachers completed this process twice.</p> <p>Te reo increasingly normalised as part of Gate Pā School culture.</p> <p>BOT committed to continuing to strengthen cultural responsiveness.</p>	<ul style="list-style-type: none"> <li>• Explicit focus from tikanga team on increasing Teacher knowledge of Te Reo and Maori Tikanga. PLD for all staff.</li> <li>• Increased risk taking from staff in integrating te reo and tikanga māori</li> <li>• Shadow coaching and mentoring led to some positive gains in teaching and learning with a CRRP lens. This was evident in follow-ups from goals set in term 2.</li> </ul>	<ul style="list-style-type: none"> <li>• Localised curriculum further developed in 2021 and emphasises school values and stories including local history.</li> <li>• Localised curriculum identifies synergies as well as uniqueness between Rumaki and Auraki</li> <li>• Continue with Shadow Coaching and Mentoring to increase Teacher capability in CRRP.</li> <li>• Principal and kaumatua continue to work closely on front entrance project</li> <li>• 2021 BOT meeting to discuss/set goals for ways our BOT can strengthen cultural responsiveness.</li> <li>• Develop a shared staff understanding of effective writing pedagogy</li> <li>• Provide more PLD for staff around formative assessment / learning ladders in 2021 including</li> </ul>

<p>Protocols including karakia in place at BOT and staff hui.</p> <p><b>*school-wide systems developed for identifying, monitoring and celebrating progress of PLs and target groups</b></p> <ul style="list-style-type: none"> <li>• A school-wide system for monitoring the progress of Priority Learners is set-up on our SMS</li> <li>• PL's are assessed once each term to monitor their progress in Reading, Writing and Maths</li> <li>• Collaborative Inquiries established in each syndicate to explore actions that accelerate progress</li> </ul>	<ul style="list-style-type: none"> <li>• Reports did not show as much progress due to less sub levels (previously 6 ), though there was, especially for students who were Early Level 1 in the Curriculum</li> <li>• Needs based collaborative inquiries conducted in each syndicate.</li> <li>• Team leaders regularly share evidence of the impact of their inquiries</li> <li>• Increased teacher knowledge and confidence in use of Collaborative Inquiry</li> <li>• Regular use of sprint inquiries to challenge practice and measure outcomes</li> <li>• Needs based professional readings , PLD from external providers</li> <li>• Regular reflection on impact of practice on student outcomes.</li> <li>• Improved outcomes for some learners</li> <li>• Increased understanding by teachers of collective teacher efficacy</li> </ul>	<ul style="list-style-type: none"> <li>• Teaching and learning was disrupted by COVID 19 and school lockdown from March through to May.</li> <li>• A number of students, especially priority learners did not return to school after lockdown, and attendance fluctuated.</li> </ul>	<p>checkpoints to ensure school-wide consistency and increased student agency.</p> <ul style="list-style-type: none"> <li>• Review use of Tch Aides and how they are used in class to support learning.</li> <li>• Ensure mid-year data summary collated and give to teams to look at by the end of term 2 so actions can be implemented to address finding and any concerns from the data.</li> <li>• Add a Pre Level 1 to OTJ and report forms for 2021 to be able to show progress in Early Level 1.</li> <li>• Implement strategy for improving attendance</li> <li>• Quick identification of additional learning needs and implementation of support through use of LSR.</li> <li>• <b>Rumaki Korero</b> <ul style="list-style-type: none"> <li>○ Need to still develop an assessment method for Korero in the Rumaki for 2021.</li> </ul> </li> <li>• Hand-over of Collaborative Inquiries from 2020 to 2021 team leaders</li> <li>• Collaborative Inquiries continue in 2021 with a focus on Writing</li> <li>• Continued PLD for senior leaders on Collaborative Inquiry</li> <li>• Use of external experts to support team inquiries</li> </ul>
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**\*increase collaboration with a range of stakeholders focused on processes and strategies to accelerate the progress of Māori and Pasifika students**

Collaborative Inquiry introduced to team leaders.

Collaborative Inquiries become a cornerstone of school appraisal.

**Writing Data Mainstream 2020**

- Reviewed curriculum sub levels for OTJ's , changed to 3 sub-levels er curriculum level
- Had PLD in assessment of writing.
- Whole school moderation of writing OTJs completed to ensure consistency across the school.
- Development of learning ladders for students to know where they were at in writing and what their next steps needed to be.
- Developed School wide Learning Support Register (LSR) in alignment with the Kahui Ako.

**Writing Data Mainstream 2020**

EOY

- Year 3 - 44% at/above expected writing level (21% below target)
- Year 5 - 41% at/above expected writing level (34% below target)
- Students found learning ladders helpful to know where they were going and their next steps and assisted them in making connections in writing. Teachers commented this was not as evident in Reading and Maths.
- Able to track PL progress throughout the year over different time frames.
- Overall PL's made the best progress between time frame 2 (June to September) than any other time frame
- Ability to formulate a school wide picture of the learning needs of students and actions that were in place for them.

- Not all students engaged in or accessed the online platform during lockdown to continue the teaching provided by staff.
- For Writing there was more PLD around the learning ladders than for Reading and Maths.
- PL progress greatest in timeframe 2 - this may be due that time frame 2 was the longest plus most students had returned to school after lockdown.

<p><b>Rumaki Korero</b></p> <ul style="list-style-type: none"> <li>Intro tool to measure progress</li> </ul>	<ul style="list-style-type: none"> <li>Little progress made in this area and more discussion needed to develop or find an appropriate assessment tool for Te Reo Korero.</li> </ul>	<p>No variance</p>	
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<p><b>HAUORA</b></p> <p><b>We have a school culture where hauora and learning are central to all we do.</b></p> <p>*strengthen consistent school-wide use of PB4L Essentials and introduce the use of Restorative Approaches</p> <p>*develop students' kete of strategies for emotional regulation</p> <p>*develop staff confidence /skill to engage in Open to Learning conversations</p> <p>*increase engagement with whānau through frequent communication and events</p> <p>*inquire into ways to strengthen school systems and productive relationships to support our learners who are at-risk, including students with low attendance</p>			
<p><b>BASELINE DATA</b></p> <p>2019 Data</p> <p>Term 1 - Major 27/Minor 348/RM 26/NS 3</p> <p>Term 2 - Major 22/Minor 235/RM 18/NS 12</p> <p>Term 3 -Major 37/Minor 300/RM 17/NS 20</p> <p>Term 4 -Major 41/Minor 377/RM 34/NS 22</p> <p><b>ANNUAL TARGET</b></p> <p>To reduce the number of behaviour incidents by 25% each term</p> <p>To make effective use of quality data</p>			
<p>Actions (what did we do?)</p>	<p>Outcomes ( what happened?)</p>	<p>Reason for the variance ( between what we set out to achieve/targets and what we achieved. Why did it</p>	<p>Evaluation (where to next?)</p>

		happen?)																									
<ul style="list-style-type: none"> <li>Regular monitoring of student behaviour via Edge plus staff given PLD on and expected to put behaviour incidents on Edge.</li> <li>Behaviour flow chart was re-evaluated.</li> <li>Provided special prizes for positive student behaviour.</li> <li>Urgent Response Funding applied for and received to employ a support worker to assist students with emotional regulation and checking in and checking out each day.</li> <li>Regular PB4L team meetings twice a term.</li> <li>Restorative essentials introduced to staff by Moana Emmett</li> <li>PLD provided to teach calm down strategies for students in class. Kia Mau Tau (Calm down) corners were established in all classrooms.</li> <li>School events posted on Facebook.</li> <li>Urgent response fund applied for and received to employ Mauri Ora Kaiako to develop relationships with targeted students whānau to endeavour to improve attendance.</li> <li>Visited some other schools and discussed how they address students' poor attendance as well Tier 2 needs.</li> </ul>	<ul style="list-style-type: none"> <li>Systems for recording behaviour data and for dealing with behaviour incidents became more consistent</li> <li>2021 Pastoral Data:</li> </ul> <table border="1"> <thead> <tr> <th>Tier</th> <th>Theory</th> <th>Term 1</th> <th>Term 2</th> <th>Term 3</th> <th>Term 4</th> </tr> </thead> <tbody> <tr> <td>3</td> <td>5%</td> <td>7%</td> <td>4%</td> <td>10%</td> <td>8%</td> </tr> <tr> <td>2</td> <td>10%</td> <td>10%</td> <td>13%</td> <td>11%</td> <td>10%</td> </tr> <tr> <td>1</td> <td>85%</td> <td>83%</td> <td>83%</td> <td>79%</td> <td>84%</td> </tr> </tbody> </table> <ul style="list-style-type: none"> <li>Behaviour incidents were not reduced by 25% per term. There was a spike in term 3, this was reduced in term 4.</li> <li>URF used to employ personnel and to develop systems to ensure a more proactive rather than reactive approach to dealing with challenging behaviour i.e. use of check-in and check-out, increased use of SWIS and other external agencies.</li> <li>Bhv incidents followed up immediately with students and whānau.</li> <li>All staff familiar with the school-wide bhv mgt process for major and minor incidents</li> <li>PB4L team monitored behaviour incidents and identified concerns and implemented possible solutions.</li> <li>School wide introduction of Kia Mauri Tau spaces, to</li> </ul>	Tier	Theory	Term 1	Term 2	Term 3	Term 4	3	5%	7%	4%	10%	8%	2	10%	10%	13%	11%	10%	1	85%	83%	83%	79%	84%	<ul style="list-style-type: none"> <li>Lockdown may have had an influence on the behaviour with extra stressors at home affecting whānau.</li> <li>Not all staff were recording incidents accurately on Edge.</li> <li>Limited resourcing meant we were unable to work on the prevention of challenging behaviours</li> </ul> <ul style="list-style-type: none"> <li>Attendance of these students was still not at a satisfactory level due to some whānau not engaging. <ul style="list-style-type: none"> <li>Parental difficulty getting students to</li> </ul> </li> </ul>	<p><b>Behaviour</b></p> <ul style="list-style-type: none"> <li>Monitor staff putting incidents on Edge and find out why or why not they are recorded.</li> <li>Keep reviewing systems and use of staff to promote positive behaviour. <ul style="list-style-type: none"> <li>Review/update weekly PB4L lesson plans</li> <li>Continue with URF support in term 1, 2021(attendance, officer, youth mentor, SENCO).</li> <li>Apply for additional URF for term 2, 3 and 4.</li> <li>Timetable changes</li> <li>Kia Mauri Tau spaces further embedded</li> <li>Further use of mindfulness</li> <li>School-wide PLD in restorative essentials</li> <li>Parent workshops</li> </ul> </li> </ul>
Tier	Theory	Term 1	Term 2	Term 3	Term 4																						
3	5%	7%	4%	10%	8%																						
2	10%	10%	13%	11%	10%																						
1	85%	83%	83%	79%	84%																						

<ul style="list-style-type: none"> <li>Senior leadership team engage in PLD on Open to Learning conversations</li> </ul>	<p>give students a place to calm down.</p> <ul style="list-style-type: none"> <li>Good whānau attendance at school events such as Student Led conferences, Cultural Day, School Fun Run, End of Year Social by whānau.</li> <li>Friends of the School group established.</li> <li>Attendance personnel was able to engage with and develop a rapport with some whānau and worked to improve attendance. <ul style="list-style-type: none"> <li>he identified some barriers as to why students were not coming to school and offered some incentives.</li> </ul> </li> <li>Learned from school visits that some schools provide a varied afternoon programme which students enjoy and which has improved attendance. Look at how we can do this.</li> <li>An increasingly inquiry approach is adopted at senior leadership meetings</li> <li>The frequency of Open to Learning conversations increases.</li> </ul>	<p>school.</p> <ul style="list-style-type: none"> <li>Students are able to stay home if they don't want to go to school.</li> </ul>	<p><b>Attendance</b></p> <ul style="list-style-type: none"> <li>Need to continue developing these relationships with whānau and identify the barriers.</li> <li>Look at providing an incentive scheme to get these students to school.</li> <li>Look at the school afternoon programme and provide a varied programme which will attract students to come to school.</li> <li>Review early in Term 1 the attendance procedure and look at ways to address low attendance.</li> <li>Explore use of walking school-bus</li> <li>Introduce Transition to School programme with explicit focus on attendance</li> </ul> <p><b>Open to Learning</b></p> <ul style="list-style-type: none"> <li>PLD and practice continues</li> </ul>
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**PHYSICAL ENVIRONMENT**

**Our physical environment enhances learning.**

\*create a welcoming entrance and main pathway through the school that is reflective of the schools students, culture and history.

\* communicate the vision and values of Gate Pā School using clear, concise, bi-cultural signage

\*further utilise our physical environment as a learning tool - develop GTT and use of gully, gardens

\*prepare to upgrade our Junior and Rumaki learning environments

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?)
<ul style="list-style-type: none"> <li>• School Website upgraded</li> <li>• Facebook used regularly for moment to moment communication</li> <li>• Enrolment information folder upgraded.</li> <li>• Sports newsletter introduced</li> <li>• New sports uniforms purchased for netball and rugby. New t-shirts ordered for basketball.</li> <li>• Admin area and staffroom upgraded. Boardroom added to staffroom.</li> <li>• Front entrance master concept complete. This concept reflects our cultural narrative. Iwi involved throughout. Contractor to complete work in April holidays. Carver has begun the design of pou.</li> <li>• 10 YP planning has begun.</li> <li>• Garden to Table , Trees for Survival continues</li> <li>• Lunches for School commence</li> </ul>	<ul style="list-style-type: none"> <li>• Positive feedback from stakeholders re website and facebook.</li> <li>• Communication tools now more professionally and accurately reflect our school.</li> <li>• Staffroom and admin area are brighter and more welcoming spaces that can be used in increasingly flexible ways</li> <li>• Stakeholders are involved in the design of front entrance</li> <li>• Nutritious lunch available to every child daily</li> </ul>	<ul style="list-style-type: none"> <li>• Building projects take longer than expected due to industry demands.</li> <li>• Good uptake by middle and senior students on Lunches for Schools. Less interest from juniors. Lunch provider changed for term 1 2021 to ensure chns needs are met including dietary.</li> </ul>	<ul style="list-style-type: none"> <li>• Chn are involved in the design of patterns for front entrance fencing.</li> <li>• We continue to communicate with stakeholders using website and facebook. Explore use of seesaw for sharing of classroom learning</li> </ul>

**LOCALISED CURRICULUM**

**We develop a rich localised curriculum**

\*celebrate the cultural diversity of Gate Pā School through school and community events

\*increasingly reflect Gate Pā School as a unified kura with a shared vision and values; offering two pathways for students - Rumaki and Auraki (mainstream)

\*implement an increasingly evidence based approach to play based learning



\*develop school wide consistency around the formulation of OTJs using an approach underpinned by formative assessment and student ownership

\*prepare 2021 PLD application -localised curriculum

#### BASELINE DATA

Play Based Learning -2019 Anecdotal feedback from teachers indicated that this approach is effective in supporting our children to be 'ready to learn'.

#### Play Based Learning Target -2020

A system is implemented to capture both rich data re the impact of Play Based Learning at Gate Pā School.

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?)
<p><b>*Implement an increasingly evidence based approach to play based learning</b></p> <ul style="list-style-type: none"> <li>Junior Collaborative Inquiry - Ready 4 Learning Framework introduced with a focus on the priority learners.</li> </ul>	<p><b>Hearing Rhyme</b>            No change: 1 student            100% increase: 1 student            80% increase: 2 students            60% increase: 1 student            40% increase: 5 students            20% increase: 6 students</p> <p><b>Seeing - Same/Different</b>            No Change: 4 students            60% increase: 2 students            40% increase: 9 students            20% increase: 9 students</p> <p><b>Seeing - Patterns (Maths) / Pictures</b>            No Change: 1 student            100% increase: 3 students            66.6% increase: 5 students            33.3% increase: 13 students</p>	<ul style="list-style-type: none"> <li>The framework was trialled this year on priority learners. The framework included assessment tasks which highlighted quickly, areas of focus for priority students.</li> <li>Some of the children with low attendance made little or no progress.</li> </ul>	<ul style="list-style-type: none"> <li>Professional development with Andrea from Ready 4 Learning Framework in 2021 for Junior Teachers.</li> <li>Implementation of the Ready 4 Learning Framework continued with a whole class focus.</li> </ul>
<p><b>*Develop school wide consistency around the formulation of OTJs using an approach underpinned by formative assessment and student ownership</b></p> <ul style="list-style-type: none"> <li>Schoolwide Assessment               <ul style="list-style-type: none"> <li>New leveling for Schoolwide assessment developed in line with the NZ Curriculum Document, Te Marautanga o Aotearoa</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Mainstream - Early NZC Level 1, Mid NZC Level 1, Late NZC Level 1, etc</li> <li>Rumaki - Early TMOA Taumata Tahī, Mid TMOA Taumata Tahī, Late TMOA Taumata Tahī</li> <li>Student learning ladders used by students schoolwide - Year 6 boys writing increased.</li> </ul>	<ul style="list-style-type: none"> <li>Variance in OTJ data within and between syndicates</li> <li>The Writing learning ladders allowed for boys to focus on 1 goal at a time in their writing which made it more manageable for them. Increase in their performance reflected in 2020 data.</li> </ul>	<ul style="list-style-type: none"> <li>Moderation of data required Term 2</li> <li>Further develop student agency using learning ladders.</li> </ul>

and Tauranga Peninsula Kahui Ako (COL) request.

- Folders completed for Junior, Middle and Senior Syndicate - includes teacher references for moderating student achievement within the new levels and student learning ladders
- Rumaki worked with RTM Heeni Mangai with regard to aligning some of the levels- reading and writing.
- Assessment schedules reviewed within syndicates

**Prepare 2021 PLD application -localised curriculum**

- 65 PLD hours confirmed Facilitator: Aroha Heaslip. Aroha has experience in both Rumaki and Auraki contexts. Focus: Localised Curriculum , beginning with developing a kahui to focus on a graduate profile.

\*increasingly reflect Gate Pā School as a unified kura with a shared vision and values; offering two pathways for students - Rumaki and Auraki (mainstream)

- Explored barriers and enablers to
- Observed practice in Rumaki and Auraki

Exploring how to build Rumaki with 2021 personnel

- Baseline data Dec 2020

	Beg 1	2	3	Advanced 4
Students will be clear about what they are learning	27	18	26	9
Students will be clear about the purpose for the learning	24	26	20	10
Students will be clear about what the learning might look like.	42	16	18	4
Students will be clear about how they will achieve this.	33	24	20	3
Students will be clear about how well the learning has been achieved, feedback/self-assessment.	14	37	21	8
Students will self evaluate and self-regulate their learning by reflecting on their current achievement and progress to determine their next learning goals.	40	18	13	9

Minimum progress in 2020 due to challenging context

- Use 'Progress Indicators For Formative Assessment Practice - Student to map shift in data.
- Introduce progress Indicators for Formative Assessment Practice - Teacher

PLD to commence term 1 2021.

Rumaki personnel to have a crucial role in the development of school -based curriculum

<ul style="list-style-type: none"> <li>• Personnel changes in Rumaki and Auraki</li> <li>• Use of external support</li> </ul> <p><b>*celebrate the cultural diversity of Gate Pā School through school and community events</b></p> <p>The following events were held:</p> <ul style="list-style-type: none"> <li>• Multicultural Day</li> <li>• Matariki Celebrations culminating with whānu focus Merope – Ururangi (entry to the heavens)</li> <li>• Samoan and Tongan Language Weeks celebrated</li> <li>• Kapa Haka performances</li> <li>• Diwali Festival</li> <li>• Filipino parent hui and celebration of independence day</li> <li>• Junior School &amp; Ruma Rua visit Huria Marae</li> </ul>	<p>All events well attended by whānau and shared on facebook.</p>		<p>Consider involving whānau in the termly culmination of curriculum inquiries.</p> <p>Continue to resource for the celebration of cultural groups.</p>
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