



**Gate Pā School**  
Pukehinahina

## STRATEGIC DIRECTION 2020-2023

**Motto:** We CARE

**Mission Statement:** Growing Caring Citizens for our world

**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 settings.

**Culture underpinned by:** CARE , High Expectations and PB4L.

## VALUES:

Manaakitanga  
Rangatiratanga  
Tūmanakotanga  
Whanaungatanga

## 2022 ANNUAL PLAN

STRATEGIC GOALS	KEY FOCUS + POSSIBLE ACTIONS	SUCCESS
<p><b>MAHI TAHI COLLABORATION</b></p> <p>strengthen our learning community through interaction characterised by responsiveness and reciprocity.</p>	<ul style="list-style-type: none"> <li>● <u>Increase collaboration with whānau and the wider community</u> <ul style="list-style-type: none"> <li>○ Face-to-face and online includes seesaw and social media</li> <li>○ Learning focused - exhibitions, parent workshops, whānau sharing skills</li> <li>○ Culturally focused - multicultural day, celebrating ind. cultures, whānau gatherings</li> <li>○ Wider community               <ul style="list-style-type: none"> <li>■ ECE and secondary</li> </ul> </li> </ul> </li> <li>● <u>Ongoing internal evaluation involving a wide range of stakeholders.</u></li> </ul>	<p>A learning community characterised by multiple and varied opportunities to work together to support student success.</p> <p><b>TARGET:</b> ** each class/team facilitates at least three learning -focused exhibitions per year. This excludes school-wide Reporting To Parent events.</p>
<p><b>TE MARAU- Ā- ROHE LOCAL CURRICULUM</b></p> <p>develop an engaging curriculum that reflects the needs and priorities of our learning community.</p>	<ul style="list-style-type: none"> <li>● <u>increase relevance of Gate Pā School curriculum by:</u> <ul style="list-style-type: none"> <li>○ reflecting priorities and stakeholder voice in vision, values, graduate profile and learning area foci</li> <li>○ developing our rich curriculum with use of gully, garden and other EOTC opps</li> <li>○ developing our understanding and practice in Cultural Relations and Responsive Pedagogy</li> <li>○ increasing the integration of te reo and tikanga (min. 3 hours) in all classrooms and across the whole school system</li> </ul> </li> </ul>	<p>Students and whānau are actively engaged in a local curriculum that reflects our rohe, the cultural diversity of our kura and the bicultural foundations of Aotearoa. School systems facilitate classroom execution of Te Marau-Ā-Rohe and its ongoing review.</p> <p><b>TARGET:</b> **to increase by a minimum of 40% the number of mainstream tchs integrating te reo Māori and tikanga into their class programme for a minimum of 3 hours per week.</p>
<p><b>WHAKAAKO QUALITY TEACHING</b></p> <p>enable barrier-free access to learning opportunities and outcomes.</p>	<ul style="list-style-type: none"> <li>● <u>strengthen professional partnerships and systems focused on improving teacher practice</u> <ul style="list-style-type: none"> <li>○ enabling team time for inquiry, sharing within and across schools, refine shadow coaching, increase collaboration across the whole tch/lnq process, OTL conversations, high trust culture.</li> </ul> </li> <li>● <u>strengthen teaching pedagogy in early literacy (incl play-based learning) and in writing (Y3-6) with a shared understanding of how student progress is measured</u></li> <li>● <u>increase student agency through:</u> <ul style="list-style-type: none"> <li>○ multiple opportunities for student choice</li> <li>○ assessment for learning practices i.e. lng ladders</li> <li>○ opportunities for students to interact and transform knowledge and share their learning</li> </ul> </li> <li>● <u>develop students' kete of strategies for social and emotional regulation</u> <ul style="list-style-type: none"> <li>○ PB4L + Trauma informed, re-teaching, Kia Mauri Tau embedded</li> </ul> </li> <li>● <u>strengthen school systems for monitoring student progress and responding to students not making adequate progress</u> <ul style="list-style-type: none"> <li>○ effective use of data</li> <li>○ responsive tier 2 and 3 programmes for learning, attendance and social and emotional regulation</li> </ul> </li> </ul>	<p>Effective school systems and support are available to facilitate the early identification and response to students with additional needs.</p> <p><b>TARGETS:</b> <b>WAIKAREAO and KAREWA WRITING</b></p> <ul style="list-style-type: none"> <li>● Year 3- 50% Writing at /above (+30%)</li> <li>● Year 4- 65% Writing at /above (+22%)</li> <li>● Year 5- Males - 68% Writing at /above (+20%)</li> <li>● Year 6 -Males - 62% Writing at /above (+20%)</li> </ul> <p><b>TAUMATA -ŌHANE (JUNIORS) LITERACY</b></p> <ul style="list-style-type: none"> <li>● Targets to be set mid term 1 using Better Start and Ready for Learning data.</li> </ul> <p><b>KOPURERERUA (Whare Reo) ORAL LANGUAGE</b></p> <ul style="list-style-type: none"> <li>● School progressions show progress of target students. Goals will be set from baseline data gathered mid-term 1.</li> </ul>