



Gate Pā School
Pukehinahina

STRATEGIC DIRECTION 2020-2022

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.



STRATEGIC GOALS	KEY FOCUS	ACTIONS	SUCCESS MEASURES
<p align="center">HAUORA</p> <p>To develop a healthy school culture characterised by care and respect for all.</p> <p>TARGET: increase whānau engagement with seesaw by 48% to 75%</p>	<ul style="list-style-type: none"> *develop students' kete of strategies for social and 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 	<ul style="list-style-type: none"> *intro new practices to support social and emotional regulation *develop and execute school cultural calendar of events/celebrations/ing experiences to ensure all cultures feel valued *facilitate a minimum of one parent education workshop in the year. *develop new and meaningful connections with community groups including Kāhui Ako, local colleges and industry. *support all teachers to use Seesaw, increase whānau uptake of seesaw. *develop a support programme for transient families (FOTS) 	<ul style="list-style-type: none"> *reduction in ODRs *consistent school-wide use of strategies to support with social and emotional regulation *strong, regular connections with whānau including parent education *seesaw target reached *all cultures are valued and celebrated * student and whānau voice gathered regularly from target group(representative of all cultural groups) *meaningful connections developed with colleges and community groups... *support programme for transient whānau implemented
<p align="center">LOCALISED CURRICULUM MARAU- Ā- KURA</p> <p>To develop a rich localised curriculum informed by all stakeholders.</p> <p>TARGET : Yr3/4's - 60% of male and 60% of māori and pacifica will be working at/above in Writing</p>	<ul style="list-style-type: none"> *develop a learner profile and prioritise goals for the development of a Gate Pā School curriculum *develop staff and BOT understanding and capability in Culturally Responsive and Relational Pedagogy with a focus on integrating te reo and tikanga Māori *promote student agency through school-wide use of formative assessment/ use of Learning Ladders *explore and support the implementation of evidence-based, high-impact school-wide literacy approaches 	<ul style="list-style-type: none"> * use of variety of tools to engage with range of stakeholders throughout the process of developing a local curriculum/marau-a-kura * support teachers to develop their knowledge and skills in Te Ao Māori * explore creative ways to deliver te reo and tikanga māori in the classroom * develop school-wide formative assessment and students agency practices through the use of learning ladders. *inquire into effective instruction in Writing, implement new strategies, monitor writing progress with a focus on the target group. *facilitate the gathering of Kāhui Ako and School wide data using the Shadow Coaching process (x2 annual) and the Gate Pā Survey (x 1 annual) *maximize connections and synergies with work of Tauranga Peninsula Kāhui Ako 	<ul style="list-style-type: none"> *Gate Pā School stakeholders have a pivotal voice in shaping our Gate Pā School curriculum and learner profile *Engagement and progress increases as the Gate Pā curriculum is increasingly responsive to the needs, interests and aspirations of our akonga . * Tchs and students' knowledge and confidence in Te Ao Māori increases *Students can increasingly articulate what they are learning, where they are at, and what their next steps are. *Research and school-wide expectations are increasingly used to inform how writing is taught at Gate Pā School. *Writing target is met *Positive shifts are evident in Gate Pā School survey and shadow coaching
<p align="center">LEARNING SUPPORT</p> <p>To support wellbeing and raise the achievement of priority learners with a specific focus on Māori and Pasifika students</p> <p>TARGET: improve attendance of target whānau</p>	<ul style="list-style-type: none"> *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 	<ul style="list-style-type: none"> *implement further tier 1 and 2 programmes /strategies for emotional regulation/social skills *empower Learning Assistants to meet the needs of akonga *inquire and respond in new ways to attendance issues at a school, team and class level *review and adapt our transition to school programme *develop shared understanding and evidence based approach to early literacy and play-based learning *interrogate progress and achievement data at school and team level to identify what's working and what else is possible, this will include Collaborative Inquiries. 	<ul style="list-style-type: none"> *Reduction in ODRs *Improved progress and achievement *Improved attendance. Target met. *Improved capability and job satisfaction for Support Staff *Progress of priority learners shows acceleration. *Attendance improves for the target group. *Teachers have an increased repertoire of strategies to support learning progress *Transition to School programme is developed * Increasingly evidence based approach to Play based learning and early literacy development is adopted