



Gate Pā School Pukehinahina



Competence

INITIATIVES

SUCCESS INDICATORS

WHO

TIMEFRAME

Implement a **School Timetable** and minimise disruptions to ensure be taught for 1 hour a day 4-5 times **Reading, Writing, and Maths** can per week
NELPS Alignment: #4

Consistency of programme timetabling as evidenced through regular SLT walkthroughs and teacher planning.

Principal
Deputy Principal

Term 1

Monitor and support the **fidelity** of teaching and learning and strategy implementation.
NELPS Alignment: #6

Curriculum and Team Leaders regularly walkthrough classes and provide coaching and mentoring on shared expectations. This may include modelling and team-teaching.
Progress and Achievement data show 95% of akonga making progress and 70% achieving at expected year level.

Curriculum and
Team Leaders

Term 1 - 4

An intentional approach to growing the capability and capacity of LAs through targeted PLD, particularly in Phase 1 Literacy for both kaiako and LAs, must include support for ESOL learners.
NELPS Alignment: #6

Effective use of LAs to enhance teaching and learning and accelerate progress of all tamariki as evidenced by kaimahi voice and akonga progress.

Principal
Curriculum Leaders

Term 1 - 4

Develop a responsive **assessment and reporting** schedule that aligns to Te Mātaiaho and that facilitates student agency.
NELPS Alignment: #4

Kaiako are able to implement the schedule and utilise the information to inform their teaching and learning practice.
School wide data is analysed to inform next steps.
Development of self-monitoring tools to strengthen student agency and enable tamariki to take ownership of their learning and achievement.

Principal
DP
Curriculum Leaders

Term 1 - 4

The **concept curriculum** is enhanced through the delivery of the **specialist teaching** program and six classroom lessons per term.
NELPS Alignment: #6

Learning walls reflect the progress of the concept plan.
Our concept curriculum honors Tangata Whenua and has explicit links with Te Tai Whaneke.
Outcomes of the concept curriculum are supported by the specialist teaching programme.

Curriculum Leaders
Specialist Teachers

Term 1





Gate Pā School Pukehinahina



Character

INITIATIVES

PC4L weekly lesson focus becomes an assembly item led by house leaders.

Explore **new initiatives** to support tamariki to regulate emotions..

NELPS Alignment: #1

School events are facilitated to strengthen **learning-focused relationships** with whānau, with the associated organisation shared among staff

NELPS Alignment: #2

Develop systems and structures to support the:

- introduction of **cohort entry**
- the **graduation from gateway class**
- the development of **foundational skills** before transitioning to **Rumaki and Bilingual classes**.

NELPS Alignment: #4

An intentional approach to the onboarding and ongoing professional learning for the new Student Management System - **HERO**; this will involve all Staff and our whānau.

NELPS Alignment: #6

Quantifiable expectations for **structured literacy** exist and progress is closely monitored.

NELPS Alignment: #2 and #4

SUCCESS INDICATORS

OBR entries decreases.

School OBR entries decrease over time and our data is the same or better than PB4L theory: Red - 5% - 6 > OBRs / Yellow - 10% - 2- 5 OBRs / Green - 85% - 1 or less OBR.

Three events facilitated as per schedule.
At least 50% of our families attend.

Implementation of cohort entry for our new entrant students and whānau.

Gateway - establish a criteria to guide effective decision making of student movement.

Successfully transition from Edge to Hero.

Hero is used for daily operations including: the sharing of learning, reporting, tracking, administration, pupil billing, and whānau communications.

BSLA: Phase 1 akonga move 3 taumata per year.
Tier 1 and 2 BSLA are implemented with fidelity.

WHO

Deputy Principal

PB4L Lead - Kat

Deputy Principal leads team

Principal
Sherry/Sandra

Office/Deputy
Principal/Principal/
All Staff

Literacy Lead

TIMEFRAME

Term 1- 4

3 events per year

Term 1 - 2

Term 1 -4

Term 1 - 4



Rangatiratanga



Manaakitanga



Tūmanakotanga



Whanaungatanga



Gate Pā School Pukehinahina



Culture

INITIATIVES

Clearly communicate and proactively support whānau in meeting **attendance** expectations.

The **Attendance** Team meets weekly to review schoolwide initiatives, identify students of concern, and implement targeted strategies to improve attendance.

NELPS Alignment: #3

Implement structured **Te Reo Māori** lessons across all mainstream classes, with a developed learning progression to support and upskill kaiako.

NELPS Alignment: #5

Implement a professional development plan for **Rumaki kaiako** to build their capability in effectively responding to diverse tamariki learning needs specifically **Te Reo Māori**.

NELPS Alignment: #6

Strengthen current inclusive practices that provide opportunities for students from **migrant families** to celebrate their **culture, language and heritage**.

NELPS Alignment: #1

All **ESOL** learners have a targeted support program (this may include in-class and/or withdrawal) that reflects their language needs.

NELPS Alignment: #4

SUCCESS INDICATORS

70% of students will attend 90% of the time.

All mainstream kaiako deliver at Level 4a (more than 3 up to 7.5hours per week)

Level 1 (81-100%) te reo delivery (more than 20 up to 25 hours a week)
- Personalised PLD plans for Kaiako/ Kaiāwhina.

Utilise assemblies, term concepts and the school intercom to celebrate the cultures at Gate Pā School
Perform at community events and facilitate a cultural marketplace.

ESOL students make appropriate progress as reflected on individual ELLPs.

WHO

Attendance Team led by Principal

Deputy Principal
Mainstream Kaiako

Deputy Principal
Rumaki Kaiako

Yolly to lead

ESOL team
Katherine and Curriculum Leader:Literacy

TIMEFRAME

Term 1 - 4

Weekly from term 2

Term 1 - 4

Term 1 - 4

Term 1 - 4

