



Tūhura te ao

# “PATHWAYS FOR SUCCESS”

## “He Ara Angitu”



Pou tautoko

### Overarching Strategic Goals

**Valuing our place, our people, our community**

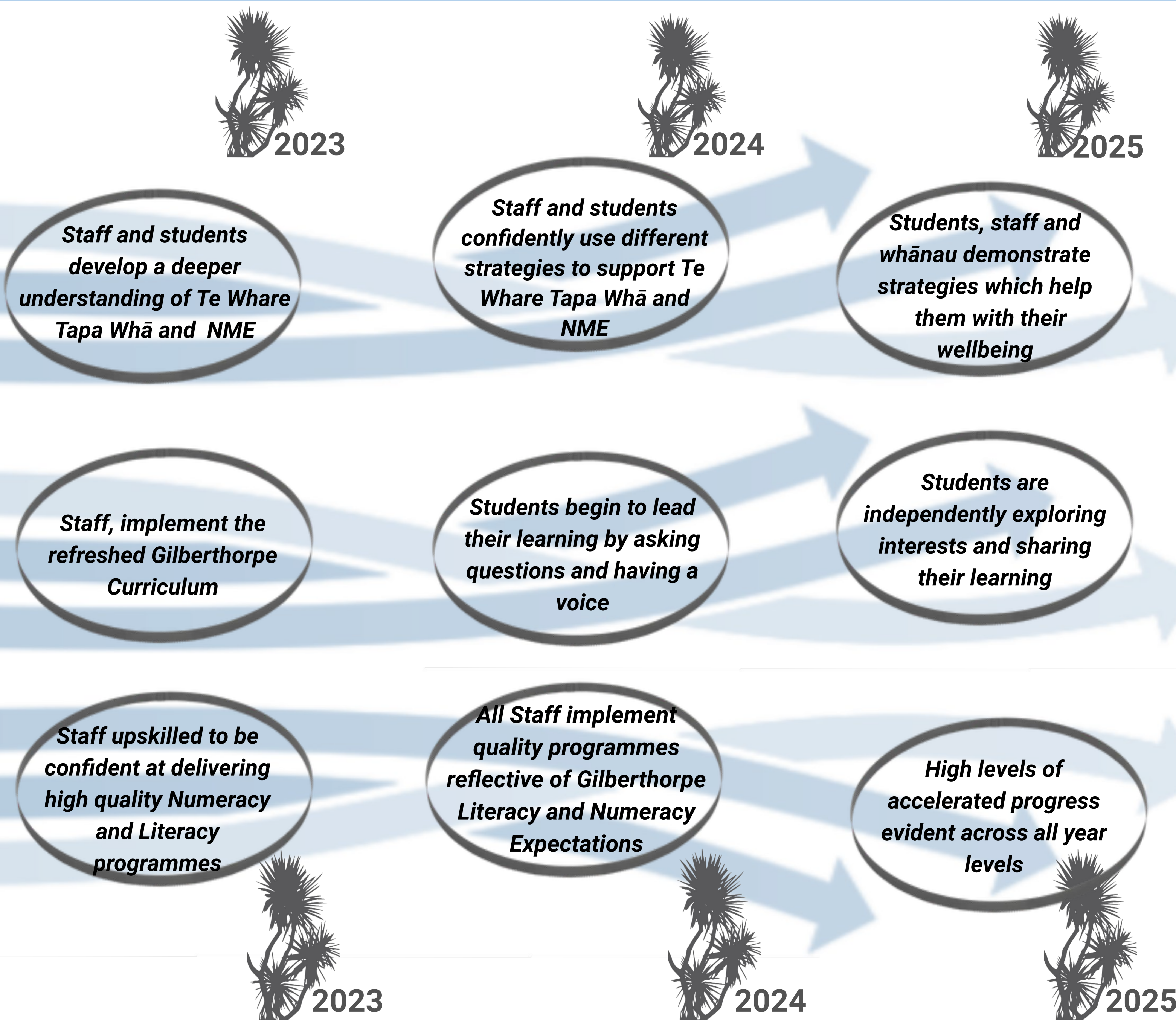
**A collaborative culture of learning and growing**

### Strategic Initiatives

- Neurosequential model.
- Resilience strategies-PB4L Tier 1/2, Zones of Regulation.
- Growth Mindset.
- Te Whare Tapa Whā

- BSU hands on activities
- PBL - Learning through Play
- Learn Create Share
- Gilberthorpe Curriculum

- Develop a range of best practice mathematical strategies to deliver quality programmes.
- Continue to develop and embed Structured Literacy practices.



### Key Outcomes

Our school community shows a growing understanding and use regularly a kete of wellbeing strategies

Students are motivated, passionate and engaged life long learners

Students are capable and confident as they travel along their learning pathways



Aroha tētahi ki tētahi



Ara Tū Whakatā  
Gilberthorpe  
School



Kei a koe te tikanga

# Ara Tū Whakatā Gilberthorpe School Annual Plan | 2023

**Strategic Goal 1 Valuing our place, our people, our community - *Our school community shows a growing understanding and developing a kete of wellbeing strategies***

***NELP -Learners at the centre, Barrier free access, Quality teaching and leadership, Future of learning and work***

**Initiative: Neurosequential Model**

**Term 1**

**Term 2**

**Term 3**

**Term 4**

Action - 1

NME Professional Development through Jase Williams- Andrew

Action - 2

Staff Book Study - Boy Raised as a Dog- Andrew

Action - 3

Sensory Garden - Andrew

Action - 4

NME/TWTW Resources - Clay

Action - 3

Explicit Teaching - Clay



## Annual Goals

***Our school community shows a growing understanding and developing a kete of wellbeing strategies***

***Staff develop understanding of Te Whare Tapa Whā as a Wellbeing model and the initiatives we use to compliment it***



## Actions

**Action 1:** NME- Upskilling kaimahi through Professional development with Jase Williams

**Action 2:** BRAD book study with whole staff, discussions and wonderings, unpacking the content and relating to Ara Tū Whakatā

**Action 3:** Plan, design and begin to create a Sensory Garden alongside whānau and tamariki

**Action 4:** Resources and workshops provided for kaimahi and whānau around NME/TWTW

**Action 5-** Students given explicit teaching around the brain, how it functions, what different parts do.



## Measure 1: Measures

*Teachers have a sound understanding of NME and how they can help their students via attending professional learning*

**Measure 2:**  
*BRAD study completed, all staff attended and active participants.*

**Measure 3:**  
*Children have a safe and calming space to go to*

**Measure 4:** Whānau receive resources and provide feedback, evidence of use.

**Measure 5-** Brain content taught and discussed, visuals created in each space as a reference, student examples to show understanding.



## Reflection

Upskilling is underway,

***Pathways for Success***

# Ara Tū Whakatā Gilberthorpe School Annual Plan | 2023

**Strategic Goal 1 Valuing our place, our people, our community - *Our school community shows a growing understanding and developing a kete of wellbeing strategies***

**NELP-**

**Initiatives: Resilience Strategies, PB4L, Zones, Mindfulness, Te Whare Tapa Wha**

**Term 1**

**Term 2**

**Term 3**

**Term 4**

Action - 1

TWTW model @ Gilberthorpe School- Clay

Action - 2

Leadership Groups - Clay

Action - 3

Student kete of regulation strategies - Clay

Action - 4

Yoga - Clay

Action - 5

Growth Mindset- Nicole



## Annual Goals

*Our school community shows a growing understanding and developing a kete of wellbeing strategies*

*Staff develop understanding of Te Whare Tapa Whā as a Wellbeing model and the initiatives we use to compliment it*



## Actions

**Action 1-** All ākonga and kaimahi educated in the Te Whare Tapa Wha model, its importance, relevance and place in today's world.

**Action 2** Student leadership groups established for each "wall" of TWTW. Students to establish clear goals and objectives.

**Action 3** All students to create a self-regulation "My way to well-being" plan. Incorporating key strategies and activities that support, social and emotional regulation through PB4L, Values, Zones Mindfulness etc

**Action 4** Student leaders to lead whole school mindful stretching (Yoga) teaching and supporting staff

**Action 5** All students to set and reflect using our SMART goal framework, incorporating the 'Power of yet'



## Measures

**Measure 1:** Programmes and planned and taught, including reflecting on the success, including student voice.

**Measure 2:** Leadership groups up and running, making an impact. High numbers of students involved.

**Measure 3:** Plan is completed and accessible for all students, utilised as necessary.

**Measure 4:** Whole school stretching session undertaken, routine for each hub established.

**Measure 5:** Class will have learned about and displayed indicators showing Growth Mindset thinking. Goal setting evident and reflected on regularly.



## Reflection

**Pathways for Success**

# Ara Tū Whakatā Gilberthorpe School Annual Plan | 2023

## Strategic Goal 2

***A collaborative culture of learning and growing - Students are motivated, passionate and engaged life long learners***

***NELP- Learners at the centre, Barrier free access,***

**Initiative: BSU -Hands on activities**

**Term 1**

**Term 2**

**Term 3**

**Term 4**

Action - 1

BSU planned and delivered including links to Literacy and Numeracy - Nicole

Action - 2

Staff/Student/ Whānau voice gathered -Nicole

Action - 3

Celebration of learning held final week of each term-Tuesday- Andrew

Action - 4

Self directed learning - Nicole



## Annual Goal

***Students are motivated,  
passionate and engaged  
life long learners***

***Staff, Understand, Know  
and use (Do) the  
Gilberthorpe Curriculum  
which includes BSU, PBL,  
LCS etc***



## Actions

**Action 1:** BSU activities planned and implemented 3 times per term and are linked to the current achievement objectives

BSU activities intentionally planned to provide motivation across Literacy and Numeracy activities.

**Action 2:**

Kaimahi, Akonga and whānau voice gathered and reflected on to inform future work.

**Action 3:**

BSU content celebrated termly, whānau invited in to observe and join in!

**Action 4-** Students self directing learning in Term 3 and 4 via “Motivated me” work.



## Measures

**Measure 1:**

Students motivated and engaged in their learning due to high engaging BSU activity.

**Measure 2:**

Whānau, student and staff voice gathered and analysed.

**Measure 3:**

High levels of attendance at Celebrations of learning

**Measure 4:** Students completed “Motivated me” work and reflect on.



## Reflection

***Pathways for Success***

# Ara Tū Whakatā Gilberthorpe School Annual Plan | 2023

## Strategic Goal 2

***A collaborative culture of learning and growing - Students are motivated, passionate and engaged life long learners***  
**NELP-**

**Initiatives:** Refreshed Gilberthorpe Curriculum, Play Based Learning, Learn Create Share.

### Term 1

### Term 2

### Term 3

### Term 4

Action - 1

LTP- Rebecca

Action - 2

Curriculum reflects our school Philosophies and beliefs and expectation- Rebecca

Action - 3

Play Based Learning reflects School Curriruculum Philosophies and beliefs and expectaion- Sam

Action - 4

PBL coaching Sam

Action - 5 a/b

Learn Create Share Mel



## Annual Goal

***Students are motivated,  
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life long learners***

***Staff, Understand, Know  
and use (Do) the  
Gilberthorpe Curriculum  
which includes BSU, PBL,  
LCS etc***



## Actions

### Action 1:

LTP used to help design BSU and Inquiry programmes

### Action 2:

Curriculum is clear in planning and teaching expectations and our Curriculum reflects the philosophies behind PBL, BSU , LCS etc

### Action 3:

PBL activities and programmes provide Student voice and relate to Gilberthorpe School Curriculum including BSU/ LCS, to develop creativity and their own curiosities

### Action 4

PBL Coaching - developing student capabilities and language through play

### Action 5a:

Continue to develop staff understanding of Learn Create Share

### Action 5b:

Learn Create share can be clearly seen in BSU, PBL as well as other learning areas linked through the Gilberthorpe Curriculum



## Measures

**Measure 1:** Teacher planning shows coverage and direction

### Measure 2:

Inquiry and concepts clear in enabling teacher to make good decisions in programmes and teaching units

### Measure 3:

Curriculum shows sound pedagogy in all learning areas including BSU/PBL/Inquiry , student voice gathered and analysed.

**Measure 4:** PBL work is progressive and continues to develop, strategic planning is in place.

**Meausre 5,6:** Staff PLD on LCS and its impact and implementation to develop shared understanding.



## Reflection

***Pathways for Success***

# Ara Tū Whakatā Gilberthorpe School Annual Plan | 2023

**Strategic Goal 3: A collaborative culture of learning and growing -Students are capable and confident in their learning with a clear understanding of their learning pathways in numeracy and literacy.**

**NELP -Learners at the centre, Future of learning and work**

**Initiative: Develop a range of best practice mathematical strategies to deliver quality programmes.**

## Term 1

## Term 2

## Term 3

## Term 4

Action - 1 Learning Pathways implemented- Joanne

Action - 2 Mathematics PLD - Joanne/Liana

Action - 3 Planning and programmes- Joanne

Action - 4 Maths programmes evaluated - Joanne



## Annual Goal

***Students are capable and confident in their learning with a clear understanding of their learning pathways in numeracy and literacy.***

***Students and staff are using learning pathway language daily.***



## Actions

### Action 1:

Children and staff are always using learning pathway language in lessons and goal setting

### Action 2:

Mathematics PLD with Rob Proffit-White  
Mathematics team upskilled and lead staff development to ensure high quality teaching and learning programmes.

### Action 3:

Clear and explicit expectations on programmes and planning

### Action 4:

Maths team establishing clear roles and guidance, observation and feedback structure set and followed.



## Measures

### Measure 1:

Students, staff and whānau confident in learning pathway

### Measure 2:

Teachers are confident in the programmes and resources they use to meet student learning needs within Maths

### Measure 3:

Curriculum documents have clear guidelines as to how maths looks at Gilberthorpe, a LTP and strand coverage.

### Measure 4:

Identifying and naming Group and Class SLOs which reflect the student pathways has become part of normal language for all students and teachers.



## Reflection

# Ara Tū Whakatā Gilberthorpe School Annual Plan | 2023

**Strategic Goal 3: A collaborative culture of learning and growing -Students are capable and confident in their learning with a clear understanding of their learning pathways in numeracy and literacy.**

**NELP -**

**Initiative -Continue to develop and embed Structured Literacy practices.**

**Term 1**

**Term 2**

**Term 3**

**Term 4**

|            |  |                                      |  |
|------------|--|--------------------------------------|--|
| Action - 1 | Whānau engagement strategy- Lee-Anne   |                                      |  |
| Action - 2 | Quality Practice reflection - Planning and Programmes  | Rebecca and Literacy leadership team |  |
| Action - 3 | Attendance monitoring  | Andrew/Jayne                         |  |
| Action - 4 | Learning pathways clear with balanced programmes, including other side of the rope. Sam and Literacy leadership team |                                      |  |



## Annual Goal

***Students are capable and confident in their learning with a clear understanding of their learning pathways in numeracy and literacy.***

***Students and staff are using learning pathway language daily.***



## Actions

**Action 1:** Establish a whānau engagement strategy, including a parent reference group to meet with, discuss and reflect regularly. Share goals, dreams and passions with all whānau.

**Action 2 :** Use a range of evaluative questions to investigate the quality of practice at Gilberthorpe. Unpack as a leadership team ERO evaluation indicators

- Responsive curriculum, effective teaching and opportunity to learn
- Professional capability and collective capacity

**Action 3-** Develop an attendance strategy and implement to move closer to MOE targets and have more students attend regularly.

**Action 4:** Balanced reading programme implemented



## Measures

**Measure 1:**

Whānau group established and meet regularly

**Measure 2,3:**

Through use of ERO Evaluative indicators, unpack quality of practice at Gilberthorpe, share with ERO and BOT to improve practice.

**Measure 4:** Collaborative attendance strategy created, evidence of an increase of attendance.

**Measure 5:**

All aspects of reading- a balanced reading programme is in place including Language Comprehension is being taught well, not just SL, PA



## Reflection

***Pathways for Success***