



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.

Staff and students develop a deeper understanding of Te Whare Tapa Whā and NME

Staff and students confidently use different strategies to support Te Whare Tapa Whā and NME

Students, staff and whānau demonstrate strategies which help them with their wellbeing

Staff, implement the refreshed Gilberthorpe Curriculum

Students begin to lead their learning by asking questions and having a voice

Students are independently exploring interests and sharing their learning

Staff upskilled to be confident at delivering high quality Numeracy and Literacy programmes

All Staff implement quality programmes reflective of Gilberthorpe Literacy Expectations

High levels of accelerated progress evident across all year levels

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 | 2024

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 ,Resilience Strategies, PB4L, Zones, Mindfulness, Te Whare Tapa Whā

Term 1

Term 2

Term 3

Term 4

Action - 1 Upskill students and staff - Andrew

Action - 2 Review and align Health and PE curriculum - George

Action - 3 "My way to well being plan - Shelby

Action - 4 Te Whare Tapa Whā model- Sarah

Action - 5 SMART Goals -Liana



Annual Goals

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

Staff and students confidently use different strategies to support Te Whare Tapa Whā and NME



Actions

Action 1: Upskill staff and students with NME Neuroscience via explicit teaching (The brain)

Action 2: Look at how Neuroscience (The brain), Positive behaviour for learning (PB4L) and the Health and Physical Education Curriculum complement each other and align so that delivery is of the highest quality and it can fit timetable.

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

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



Measures

Action 1: Attendance at TOD and 2024 staff meetings

Action 2: Daily timetable ensures NME kaupapa is planned for.
Health and PE curriculum is delivered with authenticity

Action 3: All students have a completed plan that is accessible for relevant staff

Action 4 : Site established to allow ubiquitous parent and student access

Action 5 : Student goals are visible and timetabled to be reflected on regularly, students can articulate their goal and next steps.



Reflection

Pathways for Success

Ara Tū Whakatā Gilberthorpe School Annual Plan | 2024

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,

Initiatives: BSU -Hands on activities, Refreshed Gilberthorpe Curriculum, Play Based Learning, Learn Create Share

Term 1		Term 2		Term 3		Term 4	
Action - 1	HOL Hands on Learning	Nicole					
Action - 2	Learn Create Share	Mel					
Action - 3		Link between Inquiry and Writing		-Vickie			
Action - 3		Passion Projects		-Lucy			
Action - 3	Attendance strategy	Jayne					



Annual Goal

Students are motivated, passionate and engaged life long learners

Students begin to lead their learning by asking questions and having a voice



Actions

Action 1: Hands on Learning activities intentionally planned and implemented at least 3 times per term using the overarching concept and are linked to the relevant achievement objectives. Inquiry planning to ensure the Learn, Create, Share framework is used.

Action 2: Upskill staff so that the Learn, Create and Share pedagogy can be used with confidence.

Action 3 : Ensure there is a deliberate link between Inquiry and writing content

Action 4 - Students able to lead learning by Passion Projects in the final two weeks of each term.

Action 5: Develop an attendance strategy and implement to move closer to MOE targets and have more students attend regularly.



Measures

Actions 1,3: Content tracked and discussed by Inquiry lead, achievement objectives are covered and assessed.

Action 2: 3-4 staff meetings held by Mel/Angela

Action 4 : Projects completed and shared within the hub

Action 5 : Strategy completed and implemented. Attendance rates show improvement



Reflection

Pathways for Success

Ara Tū Whakatā Gilberthorpe School Annual Plan | 2024

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 -

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

Term 1		Term 2	Term 3	Term 4
Action - 1	Learning Pathways -Sam			
Action - 2a	Love of Reading - Kathleen			
Action - 2b	Consistent, high quality teaching and learning programmes -Jayne			
Action - 2c	Extended discussions-Mel			
Action - 3	ERO- Andrew			



Annual Goal

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

High quality programmes are consistent.



Actions

Action 1: Children and staff regularly using learning pathways as a key part of their learning process.

Action 2 : Literacy lead roles are clearly defined and will specifically :

- **2a)** Develop a love of reading across the school, build, maintain in order to sustain
- **2b)**Ensure high quality teaching and learning programmes are consistent across the three hubs
- **2c)**Focus on an oral language component so that the high leverage practice of “extended discussion” is evident in all classes.

Action 3:
Through our ERO investigations we will prioritise and plan to make deliberate changes school wide with a literacy lens to support student success and wellbeing at Gilberthorpe School.



Measures

Action 1: Learning pathways are timetabled, and reflected on regularly as part of our goal setting work.

Action 2: Literacy lead-Jayne, works with team to ensure actions are progressed, providing termly updates and reflections.

Action 3:
Regular meetings with ERO on overall progress, reported back to BOT and staff.



Reflection

Ara Tū Whakatā Gilberthorpe School Target Group 2024

Te Ara Whakatau - Reading Yr 2

Action - 1 Reading teacher - takes the group on a Friday morning for additional sessions

Action - 2 TA uses the Tier 2 support method and works daily with the group - LSC to help support this.

Action - 3

Action - 4 Whānau consulted atleast once a term



Annual Goal

Show accelerated progress for a group of Yr 2 learners specifically in Reading

- Peyton - NZM
- Karn - NZE
- Kole -NZE
- Ky-Mani - NZM
- Genesys -NZM
- Eliza - P
- Keira - NZE



Actions

- **Action 1:** Additional Structured Literacy & Phonemic Awareness classroom session with teacher on Friday morning.
- **Action 2:** Tier 2 level Structured Literacy support daily with TA and the LSC 2x a week
- **Action 3:** Daily reading milage from browsing box - with TA or a reading volunteer.
- **Action 4:** Regular communication with whānau setting and reflecting on SMART goals.



Measures

- **Measure 1-3:** Regular tracking of students using the SL Assessment sheets and reading tracking sheets. LLLL Assessment at initial data entry point and at the end of each term. SL heat map will show termly progress as well as PA heat map.
- **Measure 2:** Instructional Reading is timetabled 5x a week and Tier 2 supports are timetabled 5x week with 2 additional sessions from the LSC
- **Measure 4:** SMART goals set each term and corresponded with whānau.



Reflection

Ara Tū Whakatā Gilberthorpe School Target Group 2024

Te Ara Takitini - Reading Yr

- Action - 1Reading teacher - takes the group on a Friday morning for additional sessions
- Action - 2TA uses the Tier 2 support method and works daily with the group - LSC to help support this.
- Action - 3
- Action - 4Whānau consulted atleast once a term



Ara Tū Whakatā Gilberthorpe School Target Group 2024

Te Ara Angitu - Reading Yr

- Action - 1Reading teacher - takes the group on a Friday morning for additional sessions
- Action - 2TA uses the Tier 2 support method and works daily with the group - LSC to help support this.
- Action - 3
- Action - 4Whānau consulted atleast once a term

