

# 2024 Annual Plan

*'Teaching & Nurturing our Community Together'*



STRATEGIC GOALS 2024	OUTCOME (What we expect to see)	MEASURES (How we will measure progress)	ACTIONS/INITIATIVES (How we will achieve or make progress towards our goals)
To have a student-centered, culturally responsive curriculum that raises student achievement	<p>All learners making at least a year's progress in R,W,M and will be achieving success in areas that suit their other strengths. We will see:</p> <ul style="list-style-type: none"> <li>Culturally responsive critical teaching practices based around an effective teacher profile</li> <li>The Science of Reading &amp; writing (Structured Literacy) implemented across the whole school</li> <li>Numicon Maths (evidence based structured pedagogy) introduced, developed &amp; embedded across the whole school</li> <li>Safe and effective curriculum-based, connected teaching and learning that extends beyond the classroom walls</li> <li>Teachers that are confident &amp; competent with using te reo Maori</li> </ul>	<ul style="list-style-type: none"> <li>Improvements in data - including Diebels/Easttle/iDeal</li> <li>Monitor planning &amp; progression in childrens work</li> <li>Observe lessons/student voice</li> </ul>	<ul style="list-style-type: none"> <li>Provide PD form Leadership Lab to develop GHS own ETP that will become the job description of all of our teachers</li> <li>AFL used across the school</li> <li>Regular PD around EOTC</li> <li>Provide PD from Numicom</li> <li>Provide ongoing PD/Team meeting time for Structured Literacy</li> <li>Provide coaching and mentoring in key areas</li> <li>Work as a Kahui Ako on shared achievement challenges</li> </ul>
To have an actively engaged school community	<ul style="list-style-type: none"> <li>Regular celebrations of different cultures at GHS</li> <li>International visiting students and families being actively embraced into our community</li> <li>A community well informed about the learning &amp; pedagogy at GHS</li> <li>An active GHS PTA providing opportunities for community connection &amp; engagement</li> </ul>	<ul style="list-style-type: none"> <li>Hautu - self review for the Board</li> <li>Community surveys and feedback</li> <li>Increased numbers of international visitors</li> <li>Number of PTA members / successful fundraising events</li> </ul>	<ul style="list-style-type: none"> <li>International department working with the school community</li> <li>Teacher working with the PTA and released accordingly</li> <li>CRP team working across the school</li> </ul>
To have a welcoming, safe, inclusive culture	<ul style="list-style-type: none"> <li>GHS students provided with appropriate support and enrichment programmes</li> <li>Using our Positive 'GHS way' behaviour modle and school values to create a safe environment with clear expecations that support teaching and learning</li> <li>Working as a school on Emotional Regualtion Programmes to support families, students and teachers</li> <li>All children are attending GHS on a regular (90%+) basis</li> </ul>	<ul style="list-style-type: none"> <li>Behaviour Data recorded on HERO</li> <li>Improvements in data - including Diebels/Easttle/iDeal</li> <li>Monitor planning &amp; progression in childrens work</li> <li>Observe lessons/student voice</li> <li>Attendance Data on HERO</li> </ul>	<ul style="list-style-type: none"> <li>Priority learners are identified early and their learning is tracked regularly</li> <li>G&amp;T students are identified and extended</li> <li>Support programmes are accessed and in place for students with poor/irregular attendance</li> <li>Working as a school on Emotional Regualtion Programmes to support families, students and teachers</li> <li>International department working with the school community</li> </ul>
To have an attractive, well resourced, school environment	<ul style="list-style-type: none"> <li>All students and staff members taking responsibility and having pride in the school environment</li> <li>The school environemnt being actively used for learning and play.</li> </ul>	<ul style="list-style-type: none"> <li>Community voice</li> <li>Student voice</li> </ul>	<ul style="list-style-type: none"> <li>All classroom spaces fitted with carpets / heat pumps / autex</li> <li>All bathroom spaces refitted</li> <li>New safe playing turfs installed</li> <li>Artwork around the school reflects all cultures represented in the community</li> </ul>

## Gulf Harbour School Literacy - Action Plan 2024

**Gulf Harbour School offers a student centred, culturally responsive curriculum that is focused on raising student achievement and is responsive to our students needs**

### Where are we currently at:

2023 Work towards the goal “structured literacy will be taught across the whole school”

- Continued implementation of the Better Start Programme in year 1
- Introduction of BSLA in year 2; all year 2 teachers successfully completed the Better Start course through the University of Canterbury
- Continued provision of a tiered structured literacy programme with teacher aide run structured literacy interventions at all year levels
- Review of assessments within the Better Start Programme under the premise of practicality (e.g. shift to paper test vs website based, use of the iDeal reading skill scores to establish proficiency)
- Edit of the Connected Text assessment and trial of the new iRSR format
- Embedding the use of DIBELS and its use as a screening tool, formative assessment as well as a progress monitoring tool for tier 2 students
- Exploring ways to maintain fidelity to teaching BSLA by trialling peer observations in year 1
- Focus on oral language: Development of a resource that provides teachers with strategies and resources to teach oral language, PD
- Collaborative team planning to incorporate the BSLA narrative oral language component into our inquiry topic
- Introduced “The Code” structured spelling programme in Years 3-6, with PLD, modelled lessons and peer feedback
- Integrated Mātauranga Māori, science, social science and history with reading and writing in a connected learning plan format in Years 3-6
- Began exploring e-asTTle assessment tool in reading Years 4-6
- Explored triangulation of HERO goal setting, DIBELS screening and e-asTTle assessment to form overall teacher judgements around reading achievement
- Collected 3 independent writing samples in a structured format which were used for team-wide and school wide moderation and writing progress monitoring

2024 anticipated Work towards the goal “structured literacy will be taught across the whole school”

- Continued implementation of the Better Start Programme in year 1 and 2
- Continued implementation of “The Code” structured spelling programme in Years 3-6
- Continued implementation of connected learning planning at team levels
- Continued provision of a tiered structured literacy programme with teacher aide run structured literacy interventions at all year levels
- Refine our use of assessment tools (DIBELS, e-asTTle, BSLA and iRSR)
- Ensuring that the programme is taught with fidelity through data driven conversations (target student meetings)
- Continued review of our assessments, data collection and data analysis
- Focus on oral language teaching in year 1 and year 2: Identification of target students through the (newly developed) GHS Oral Language Matrix, use of BSLA oral language assessment, PD for teachers regarding the use of the GHS Oral Language Framework
- Future proofing our programme by ensuring that teachers at GHS have access to BSLA training (if possible through the University of Canterbury, but also in house) and resources

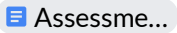
- Introduce a structured approach to developing writing skills by developing a resource using the format of the Grammar project and the pedagogy of the Writing Revolution
- Enhance vocabulary and comprehension skills through the systematic use of sophisticated picture books and novels
- Reorganisation of GHS book room to reflect a shift away from colour wheel levels towards structured literacy and connected learning

**How will our targets and actions give effect to Te Tiriti o Waitangi:**

- Collaboratively develop a localised curriculum that reflects the cultures and diversity of GHS and honours local mana whenua
- Establish mutually respectful relations that enable all teachers and students to learn in a culturally responsive classroom environment
- At GHS teachers and students construct learning content collaboratively and based on embracing different world views and ways of being
- GHS literacy resources reflect Maori and Pasifika values, everyday experiences and language (e.g. Phonics Plus, sophisticated picture books and novels that represent te ao Māori)
- Through the integration of Mātauranga Māori, science, social science, history and literacy that is intentionally planned through a Te Tiriti lens
- Elevation of te reo Māori in everyday literacy activities, discussions and use

<p><b>Nelp Goals:</b> Objective 1: Learners at the centre Objective 2: Barrier Free Access Objective 3: Quality Teaching and Leadership</p> <p><b>GHS Strategic Plan Goals:</b> -Gulf Harbour School offers a student centred, culturally responsive curriculum that is focused on raising student achievement and is responsive to our students needs - <b>All learners making at least a year's progress in R,W,M and will be achieving success in areas that suit their other strengths.</b> -The Science of Reading &amp; Writing (Structured Literacy) continues to drive pedagogy across the school.</p>	<p><b>Kahui Ako Achievement Challenges:</b></p> <ul style="list-style-type: none"> <li>- Provide continued professional learning and development in a <i>Tiered Approach to Literacy</i> and a <i>Structured Literacy</i> pedagogy with sustained mentoring and coaching practices.</li> <li>- Continue "Literacy Checkpoint" at School Entry, Y4, Y7 and Y10 and provide Tier 2 evidence-based intervention in line with the Science of Reading.</li> <li>- Support schools in strengthening explicit teaching pedagogy in foundational writing skills, including sentence-level skills.</li> <li>- Work towards developing consistent writing progressions and shared pedagogy in writing across the Kāhui Ako.</li> </ul>			
Steps to achieve the goals	Timeline	Resources	Responsibility	How will we measure success?
Whole Class Tier 1/ Structured Literacy	Ongoing	Better Start, iDeal	Literacy Team (Joann	Triangulated data -

<p>Year 1 start BSLA programme Taumata 1 after “settling in term”  Year 2 start BSLA programme Taumata 3 in week 4 or 5 of term 1  Year 3 embedding The Code Year 2 - Year 3 lists  Year 4 embedding The Code Year 3- Year 4 lists  Year 5 embedding The Code Year 4 -Year 5/6 lists  Year 6 embedding The Code Year 5/6 lists</p>		<p>“The Code”</p>	<p>Bevens, Dagmar Goodall, Jacki Harrison, Fiona Southgate, Sarah Bunting)  Heads of Teaching and Learning (Trish O’Connel, Abi Copley, Nathan Hanwell)</p>	<p>HERO goals, screening, and outcome based measurements</p> <p><a href="#">Assessment, Go...</a></p>
<p>Tiered Literacy Programme/ Tier 2 Structured Literacy  Year 1 intervention iDeal (Juanita Mills )  Year 2 intervention iDeal (Tayla James)  Year 3-4 AWS intervention (Lisa Williams)  Year 5-6 Catch-up Decodables (Amy Kumar)  ESOL- SPIRE (Hayley Mahuru)</p>	<p><b>Term 1</b>-Based on 2023 DIBELS data  <b>Term 2-3</b>-Based on BOY DIBELS 2024 data  <b>Term 4</b> Based on MOY DIEBELS data</p>	<p>AWS Kits 1, 2, 3  Phonics Readers UK  SPIRE  iDeal Learning Platform</p>	<p>Dagmar Goodall  Dagmar Goodall  Joann Bevens  Joann Bevens  Dagmar Goodall</p>	<p>Screening data (iDeal Screening/ DIBELS)</p>
<p>Whole Class Tier 1/ Oral Language  Year 1 and 2  Teachers to identify oral language target students by using the GHS Oral Language Matrix  BSLA Oral Narrative Assessment for all oral language target students  Target student meetings focus on oral language learning: What is done to support oral language learning of the target students? GHS Oral Language Framework used?</p>	<p>Term 1, by week 6  Term 1 week 6 - 10  Target student meetings</p>	<p>GHS Oral Language Matrix  GHS Oral Language Framework</p>	<p>Year 1 and 2 Teachers  Dagmar Goodall</p>	<p>Ongoing focus in target students meetings  Term 4 repeat of BSLA oral narrative assessment for all oral language target students</p>
<p>Whole Class Tier 1/Connected Learning  Year 3-6 Connected Learning Plans developed collaboratively in teams  Year 3-6 Selection of sophisticated picture books and novel studies</p>	<p>Refer to team planning</p>	<p>TKI</p>	<p>HOL</p>	<p>Collaborative Connected Learning Plans  PLC meetings/teacher voice</p>

<p>Whole Class Tier 1/ Writing Skills Year 3-6 Writing Skills lessons embedded into connected learning</p>	<p>Refer to team planning</p>	<p>Grammar Project Writing Revolution</p>	<p>Senior School Literacy Team HOL</p>	<p>Collaborative Connected Learning Plans PLC meetings/teacher voice Yearly school-wide moderation</p>
<p>Assessment Year 1 iDeal Screener, BSLA NWR, NWS, Connected Text/ iRSR Year 2 BSLA NWR, NWS, Connected Text/ iRSR Year 2-6 DIBELS Year 3 iRSR Year 4-6 e-asTTle Year 2-6 GHS Developmental Spelling Analysis</p>	<p>Ongoing, refer to</p> <p></p>	<p>DIBELS e-asTTle iRSR iDeal Assessments BSLA</p>	<p>Everyone</p>	<p>Data analysis BOT reports</p>

## Gulf Harbour School Math - Action Plan 2024

**Gulf Harbour School offers a student centred, culturally responsive curriculum that is focused on raising student achievement and is responsive to our students needs**

### **Where are we currently at:**

#### 2023 achievements and successes

Introduced Numicon in Teina and provided PD with Catherine Huxford and Belinda Vretoss

Continued Numicon support and PD was available for Purapura teachers

Use of e-asTTle assessment across Years 4-6 to identify and track students achieving below/above expectations (reported to our Kahui Ako)

PD provided to Tuakana teachers around the use of and analysing e-asTTle data. (Teina had some PD on how to read graphs etc)

Provided teachers with quality resources for teaching of Numicon, Number and Strand

Maximised student, teacher and community engagement in Mathematics through engaging classroom programmes, workshops for whanau, school-wide Mathathon fundraising event, open classroom whanau morning

Held termly student target meetings to monitor the progress of students

Ensured Maori and Pasifika students are making expected progress and achievement through data analysis and target student meetings

Provided extension/GATE opportunities for students which included Mathex, Math lunchtime Club, World of Maths for Years 4-6)

Use of basic facts assessment data to track students and plan explicit teaching of basic facts (Tuakana)

Adapted the Hero Goals in Level 2 to align with Numicon Milestone

New Entrant assessment designed and used

End of Year 2 assessment to assess target students

### **How will our targets and actions give effect to Te Tiriti o Waitangi:**

Manaakitanga (caring for students as Maori and acknowledging their mana) - Numicon allows students to be successful and see themselves as Mathematicians

Mana Motuhake (caring for performance) - High expectations for all, monitoring progress and achievement of Maori students

Nga whakapiringatanga (managing the classroom to promote learning) - well resourced and structured programmes delivered for all students

Wananga and ako (using a range of dynamic, interactive teaching styles) - Numicon caters to all learning styles, many opportunities for students to collaborative and learn from each other, lesson delivery is dynamic and engaging

Kotahitanga (teachers and students reflecting together on student achievement in order to move forward collaboratively) - students and teachers discuss and reflect on students thinking and understandings of language and new concepts

<p><b>Nelp Goals:</b>  Objective 1: Learners at the centre  Objective 2: Barrier Free Access  Objective 3: Quality Teaching and Leadership</p> <p><b>GHS Strategic Plan Goals:</b>  -Gulf Harbour School offers a student centred, culturally responsive curriculum that is focused on raising student achievement and is responsive to our students needs - <b>All learners making at least a year's progress in R,W,M and will be achieving success in areas that suit their other strengths.</b>  -Numicon Maths (evidence based structured pedagogy) has been introduced, developed &amp; embedded across the school</p>	<p><b>Kahui Ako Achievement Challenges:</b>  - Ensure early identification and support of tamariki needing intervention, acceleration and extension in Maths  - Support teacher knowledge and pedagogy so that teachers feel confident and provide quality teaching and learning in Maths  - Raise achievement across our Kahui Ako</p>			
Steps to achieve the goals	Timeline	Resources	Responsibility	How will we measure success?
Tier 1 & 2 - Numicon to be taught from Years 0-6 with support and PD provided for Tuakana and new staff.	Ongoing	Numicon resources per class Numicon books for every teacher Teacher access to Oxford Owl online Catherine Huxford PD	Kirsten, Belinda Teaching staff	
Tier 3 - Identify target students at a team level. Upskill Teacher Aides in Numicon to assist with intervention (in class or withdrawal groups)	Ongoing Set up within Term 2	Numicon resources Breaking Barriers Teacher Aide access to Oxford Owl online	Kirsten, Belinda, Jacki Teacher Aides HOL	
Walk throughs to ensure consistency in teaching practice and that we have Numicon and Math rich environments.	Twice yearly	Walkthrough form	Belinda (Purapura) Kirsten (Teina & Tuakana)	Walkthrough form
Numicon Milestones assessments are used to inform planning and assess student progress against Hero goals.	Ongoing	Milestone Assessment	Kirsten, Belinda Teachers	Teacher feedback on Milestone slideshow



Kirsten and Belinda to type up assessments into Slideshows to make this accessible for teachers.		Slideshows (combine and list in one document)		setup Hero Goals
e-asTTle Maths online assessment to be carried out for Years 4-6 in Terms 2 & Term 4. Use assessment data to identify students who are achieving below and above the expectation. Data to be tracked over the year. Historical data used to compare the success of our Numicon programme.	Term 2 - Wk 8 Term 4 - Wk 4	e-asTTle data (2023 and 2024 data)	Kirsten Year 4-6 teachers	e-asTTle data (2023 and 2024 data)
Improved outcomes for target students through culturally responsive practice, explicit teaching, assessment and target student meetings.	Ongoing Termly meetings	Formative and summative data	Kirsten, Belinda, Fiona, HOL Teachers	Data tracking and comparison
Improved outcomes for Maori and Pasifika students through whanau engagement, culturally responsive practice, and progress monitoring.	Ongoing Termly meetings	Formative and summative data	Kirsten, Belinda, Fiona, HOL Teachers	Data tracking and comparison
Improve community engagement through open classroom afternoons, and maths mornings, newsletter updates (workshops TBC). Survey to be sent out to parents to ask about what information they would like and how they would like to receive it.	Ongoing	Survey	Kirsten, Belinda, Fiona	Outcome of survey
PD provided for teachers to assist with the supporting target and GATE students in the day to day classrooms.	Term 2		Belinda, Kirsten, Fiona Catherine Huxford (confirm timetable with Jacki)	
Adapt current Hero goals to align with Numicon milestones in Level 3.	Ready within Term 2		Belinda, Kirsten	
Introduction of and PD Curriculum Refresh, Common Practice Model (Mel to advise next steps and timeline for GHS) Staff to understand how Numicon aligns with the Curriculum Refresh document.	Term 3 PD? (TBC)		Belinda, Kirsten, Fiona, Mel, Jacki HOL Teachers <i>Belinda to contact Margie Leech</i>	

External GATE opportunities including withdrawal groups, Mathex, Kahui Ako STEAM event, e-Pro8	Ongoing		Kirsten, Julia	
Resource stocktake of Numicon and other math equipment	Term 4		Kirsten, Belinda Teachers (math trolleys)	

## Gulf Harbour School Community Engagement - Action Plan 2024

### Gulf Harbour School has an actively engaged school community

#### Where are we currently at:

Our team has made significant strides in advancing cultural responsiveness within our educational community through a multifaceted approach that prioritises student voice, empowers educators, and fosters inclusive practices.

We identified teachers who are committed to using Culturally Responsive Pedagogy (CRP). Then, we gave these early adopters tailored resources and training to help them lead the way in making our school more culturally inclusive and welcoming. This year we have begun extending this to all those in the school who hold an area of responsibility. We also hosted a Kapa Haka performance evening, where we engaged with students and their whanau to strengthen relationships, and foster a sense of community. This year we will continue this, beginning with a first evening in early term 2.

We began collecting student voice from Māori tauira last year on elements of ETP to empower our students by providing them with a platform from which they could share their opinions and experiences. This year we will continue this using research based methodologies to collect data. This will be used to feed into our decisions regarding PD and how best we can support staff. Collecting Whanau voice to support the development of School policies is also a priority.

We organised te Tiriti workshops that deepened staff understandings regarding te Tiriti and the implications this has on education. This year our PD will focus on creating a shared understanding and language of CRP. We will also host PD that, with key stakeholders, develops a profile defining what an effective educational practitioner looks like at Gulf Harbour School.

#### How will our targets and actions give effect to Te Tiriti o Waitangi:


Through targeted professional development opportunities on CRP, Effective Teacher Practice and Te Tiriti workshops, our initiatives promote cultural competency among educators and staff. As Tangata Tiriti we are developing cultural competency to honour the Treaty partnership, foster respectful relationships with tangata whenua, and contribute to the creation of inclusive and equitable environments that value and uphold Māori culture and knowledge.

By gathering feedback from both students and Whānau regarding our practices and policies, we are amplifying Māori voices within our school. This action is in line with Mana Motuhake and Rangatiratanga principles, as it actively engages Māori perspectives and participation in our decision-making processes.

Hosting kapa haka performance evenings celebrates Māori culture, strengthens whānau relationships, and fosters a sense of belonging and cultural pride within the school community. This aligns with Te Tiriti, by recognizing and celebrating the unique cultural tāonga and Mātauranga Māori.


<p><b>Nelp Goals:</b> Objective 1: Learners at the centre Objective 3: Quality Teaching and Leadership</p> <p><b>GHS Strategic Plan Goals:</b> A student-centered, culturally responsive curriculum raising student achievement. Critical teaching practices in place based around the effective teacher profile Using GPILSEO model to focus on improving target student's (partners of Te Tiriti with particular attention to tangata whenua) participation and achievement</p>	<p><b>Kahui Ako Achievement Challenges:</b> <b>AC rationale:</b> For ākonga and whānau: Māori enjoying and achieving education success as Māori (MASAM), as they develop the skills to participate in te ao Māori, Aotearoa and the wider world. <b>AC purpose:</b> For kaiako: To resource our community of teachers and staff to feel confident and passionate about embracing cultural responsive pedagogy.</p>
---	--

Kahui Ako Goal	GPILSEO	GHS Goal:	Steps to achieve the goal	What does success look like? How will it be measured?	Timeline	Resources	Responsibility
<b>Term 1, 2024</b>							
<i>To provide effective PLD in relation to cultural responsiveness.</i>	Developing new pedagogy to depth  Developing Leadership that is responsive and proactive	<b>Leaders' Shared Understanding of Effective Teaching Profile Principles for GHS</b>	*Meeting facilitated by Leadership Lab  Laura to the notes from our meeting on Monday- link to <a href="#">'5 effective interactions'</a>	Outcomes of meeting: *shared understanding of CRP and ETP reasoning and path so far *leaders have a shared grounding in CRP/ETP *gather first thoughts for 1st draft of GHS ETP	Week 8, Term 2	<a href="#">The Te Kotahitanga Effective Teaching Profile</a>  <a href="#">Teaching to the North-East - THE EDUCATION HUB</a>  <a href="#">Visible Learning: A teacher's guide</a>	Chloe & Laura to decide if they want a staff or leaders meeting  Chloe & Laura plan leaders meeting with the leadership Lab for Week 8 and plan on March 15th.
<i>To provide effective PLD in</i>	Using	<b>Have our GHS ETP</b>	Repeat CRP &	We will have a	Scan and	<a href="#">GHS_CRP_16</a>	Chloe- Purapura classes

<p><i>relation to cultural responsiveness.</i></p>	<p>evidence to monitor the progress of the reform in the school</p>	<p><b>grounded in strengths-based research that fits with the GHS Way</b></p>	<p>student voice collection for baseline snapshot</p> <p>Use the scan to reflect on how we see the '5 effective interactions' in practice.</p> <p><a href="#">Link the '5 effective interactions' with our established GHS Values Framework</a></p>	<p>first draft of the ETP that is strengths-based to start the staff meeting in term 2 and build on it with the thoughts of the wider staff.</p>	<p>reflection Week 9, Term 1</p> <p>First draft ready for Chloe, Abi and Laura to discuss with Leadership Lab on Friday May 3rd.</p>	<p><a href="#">Aug 2022.docx</a></p> <p>Student voice baseline: <a href="#">Ākongā CRP interviews Term 4 2023 GHS - OVERVIEW</a></p> <p> CRP/ETP li...</p>	<p>Abi- Teina classes Laura- Tuakana classes</p> <p>Chloe, Laura &amp; Abi to meet and reflect on evidence &amp; first draft</p> <p>Laura to link the notes and Values framework</p>
<p><i>To provide effective PLD in relation to cultural responsiveness.</i></p> <p><i>To resource our community of teachers and staff to feel confident and passionate about embracing culturally responsive pedagogy.</i></p>	<p>Developing new pedagogy to depth</p> <p>Spreading the reform to include others</p>	<p><b>Refresh knowledge &amp; having a shared understanding Te Tiriti</b></p>	<p>*Recommend listening to the Becoming Te Tiriti podcast Ep 3</p> <p>* take note of evidence of te tiriti work done in Term 1 with akonga</p>	<p>*Staff are engaged in the conversation around te tiriti and are teaching up-to-date and relevant knowledge to the tamariki</p>	<p>Signpost the podcast in the email thanking staff for their support with the scan in Week 9</p> <p>Learning evidence taken in Week 9, Term 1</p>	<p><a href="#">Rourou Conversations   Podcast on Spotify</a></p>	<p>Whoever writes the email thanking staff (TBC)</p> <p>Chloe, Laura &amp; Abi</p>
		<p><b>Understand why we are where we are</b></p>	<p>*Listen to the Becoming Te Tiriti podcast Ep</p>				

Term 2, 2024

<p><i>To provide effective PLD in relation to cultural responsiveness.</i></p> <p><i>To resource our community of teachers and staff to feel confident and passionate about embracing culturally responsive pedagogy.</i></p>	<p>Developing new pedagogy to depth</p> <p>Spreading the reform to include others</p>	<p><b>Teachers understand the whakapapa of the ETP at our school and where it fits with the Professional Standards for teaching.</b></p>	<p><a href="#">Team meeting-CRP/ETP Intro</a></p>	<p>*Staff come to the meeting prepared for discussion, having done the reading.</p> <p>*Staff fully engaged in the staff meeting because they are prepared and outcome of the meeting represents this engagement</p>	<p>Week 1 or 2, Term 2 (prior to the whole staff meeting in week 3)</p>	<p><a href="#">Teaching to the North-East</a></p> <p><a href="#">The Te Kotahitanga Effective Teaching Profile</a></p> <p><a href="#">STANDARDS FOR THE TEACHING PROFESSION</a></p>	<p>Abi- talk to Nathan &amp; Trish r.e. Team meeting &amp; print a copy of standards for the team meetings</p> <p>Nathan, Abi &amp; Trish to share out and explain</p> <p>Chloe to make a copy of te kotahitanga for staff</p> <p>Laura to make a copy of the North East doc for staff</p>
<p><i>To resource our community of teachers and staff to feel confident and passionate about embracing culturally responsive pedagogy.</i></p> <p><i>To provide effective PLD in relation to cultural responsiveness.</i></p>	<p>Spreading the reform to include others</p> <p>Developing new institutions and structures</p> <p>Developing Leadership that is responsive</p>	<p><b>Working document of GHS Way ETP ready by the end of Term 2</b></p> <p><b>'Re-brand' the term 'Culturally Responsive Pedagogy' to move on from a somewhat prevalent focus on an ethnicity perspective, while retaining the ethos that the AC is specifically about Māori, and also good for all.</b></p>	<p>*Staff create a 1st draft using the doc in 'resources' as a template of our own ETP using staff voice and recent observations- this is shared with Leaders to consider after the meeting</p> <p>*Leaders form a</p>	<p>*The whole staff body aligns thinking to create the working doc GHS Way ETP</p> <p>*Working doc version ready for it to be trialed in Term 3</p> <p>*Feedback sessions in team meetings and via</p>	<p>Staff- 1st draft = Week 3, Term 2</p> <p>Leaders- strategic view = Week 3, Term 2</p> <p>Leaders share with staff- Week 5, Term 2</p> <p>Leaders review staff doc between meetings and</p>	<p><b>Questions for leaders:</b></p> <ul style="list-style-type: none"> <li>• How CRP aligns with existing kura-specific values, visions, missions and with the new Common Practice Model</li> <li>• How CRP can</li> </ul>	<p>Leadership Lab &amp; GHS CRP Team to meet and plan-meetings on the calendar</p> <p>Roles to be assigned for Week 5's meeting in the Week 3 meeting with leaders.</p> <p>Chloe, Laura and Abi- create feedback questions and share in meetings and via Forms after each meeting and meet to reflect on this feedback. Forward feed.</p>

	and proactive		<p>shared strategic understanding of how elements of teaching and learning fit under the umbrella of the GHS Way ETP</p> <p>*Leaders share how AFL and teaching and learning at GHS fits with ETP &amp; continue to work on draft together</p> <p>*Staff meet to give feedback on the working doc version ready for it to be trialed in Term 3</p>	Forms and feedback acted upon in a timely manner	meet if required  Leaders & Staff meet- Week 8, Term 2	<p>be integrated into planning, teaching, learning and the schoolwide environment?</p> <p> CRP/ETP li...</p>	
<b>Term 3, 2024</b>							
<p><i>To resource our community of teachers and staff to feel confident and passionate about embracing culturally responsive pedagogy.</i></p> <p><i>To develop a specific and common 'language' across the Kāhui Ako that learners</i></p>	<p>Using evidence to monitor the progress of the reform in the school</p> <p>Developing new</p>	<p><b>Leaders sustaining GHS Way ETP with staff</b></p> <ul style="list-style-type: none"> <li><a href="#">From Term 3</a> align a coach approach with existing AfL &amp; appraisal coaching models ie. observed practice,</li> </ul>	<p><b>From Term 4 At GHS- this will look like</b></p> <p>Each team leader will dedicate 10/15 minutes in each team meeting (weekly) for discussion on</p>	<p>*ETP Whole School Scan &amp; student voice collection repeat for progress analysis.</p> <ul style="list-style-type: none"> <li>Focus on the shift of teachers</li> </ul>	End of term 3: scan and voice collection	<p><a href="#">GHS CRP 16 Aug 2022.docx</a></p> <p>Student voice baseline: <a href="#">Ākongā CRP interviews</a></p>	<p>Abi to feedback to CRP team on weekly basis- 'highlights and considerations'</p> <p>HoTL &amp; SLT to ensure space given in PGC meetings to this</p> <p>CRP Team to conduct repeat scan - Lenora may also be</p>

<p><i>and staff can be familiar with.</i></p> <p><i>To provide effective PLD in relation to cultural responsiveness.</i></p>	<p>institutions and structures</p>	<p>co-constructed understanding, goal setting. (taken from Kahui Ako AC Doc)</p>	<p>how 1 or 2 of the ETP are going in classes.</p> <p>Team Leaders will have the ETP on their weekly agenda for the HoTL meeting and will feedback to CRP team</p> <p>GHS Way ETP will be on the agenda for the PGC conversations at the end of term</p>	<p>from 'little'/'so me' to lots.</p> <ul style="list-style-type: none"> <li>- Majority of teachers sitting within 'lots'.</li> <li>- Student voice reflecting they know goals/next steps and progress made in relation to the curriculum</li> </ul>			<p>involved for a Kahui Ako data point collection</p>
--	------------------------------------	--	--	--	--	--	---

**Term 4, 2024**

<p><i>To resource our community of teachers and staff to feel confident and passionate about embracing culturally responsive pedagogy.</i></p>	<p>Developing Leadership that is responsive and proactive</p>	<p><b>Leaders sustaining GHS Way ETP with staff</b></p>	<p><b>From Term 4 At GHS- this will look like</b> using the Shadow coaching method facilitated by HoTL and SLT</p>	<p>*Knowledge of areas of strengths of the teams in relation to ETP</p> <p>*evidence</p>	<p>Shadow Coaching staff meeting by Week 2, Term 4</p> <p>Shadow coaching sessions to have</p>	<p><a href="#"><u>OBSERVATION TO SHADOW COACHING</u></a></p>	<p>CRP team to support HoTL and SLT with shadow coaching PD and co-construct observation &amp; feedback documents</p> <p>HoTL and SLT to conduct</p>
--	---	---	--	--	--	--	--



<p><i>To develop a specific and common 'language' across the Kāhui Ako that learners and staff can be familiar with.</i></p> <p><i>To provide effective PLD in relation to cultural responsiveness.</i></p>	<p>Using evidence to monitor the progress of the reform in the school</p> <p>Developing new institutions and structures</p>		<p>CRP &amp; Curriculum Leaders will meet with the HoTL to discuss what the ETP looks like in 2025 for their subject areas</p> <p>SLT, HoTL &amp; CRP Team to create observation cycles for 2025</p> <p>Feedback on GHS Way ETP gathered and final version created for GHS 2025 by CRP, HoTL and SLT</p>	<p>gathered to base 2025 Team Action plan points in relation to CRP</p> <p>2025 curriculum plans reflective of the GHS Way ETP</p>	<p>taken place by Week 5, term 4</p> <p>Curriculum leaders/HoTL meet before Week 6</p> <p>Observation cycle &amp; Final version of GHS Way ETP ready to present at ToDs 2025</p>		<p>shadow coaching</p>
---	---	--	--	--	--	--	------------------------

## Gulf Harbour School Community Engagement - Action Plan 2024

### Gulf Harbour School has an actively engaged school community

**Where are we currently at:**

Last year we had a limited number of opportunities for teaching staff to engage with whānau. These were mostly formal occasions such as parent interviews. In 2024 we have intentionally planned a variety of opportunities for community engagement with a mix of formal appointments such as parent interviews as well as a number of informal events such as open classrooms, whānau mornings and hui to vary ways of engagement to suit a broader spectrum of our community.

**How will our targets and actions give effect to Te Tiriti o Waitangi:**

- Providing whānau-like contexts for Māori families to connect with the school.
- Opportunities for dialogue and feedback from the community.

**Nelp Goals:**

Objective 1: Learners at the centre  
Objective 2: Barrier Free Access

**GHS Strategic Plan Goals:**

-Gulf Harbour School has an actively engaged school community.

Steps to achieve the goals	Timeline	Resources	Responsibility	How will we measure success?
Empowering students Support students to articulate their learning Empower students to share their learning & next steps with their whānau	T2 2024 End 2024	Time	Staff HOTLs to support teachers	At open classroom events children can lead discussions with their parents about their learning.
Empowering parents		Time		Track percentage of

<p>Provide a variety of opportunities for parents to engage with the school  Provide parents with clear information about their child's learning and next steps  Create a welcoming atmosphere at school where parents are able to connect with staff about their child's learning</p>	<p>End 2024  End 2024  End 2024</p>	<p>HERO communication platform</p>	<p>PTA + Ruth Trevathan    Staff</p>	<p>parents engaging in open classroom and parent interview opportunities.</p>
<p>Empowering Staff  Build staff knowledge about the important of community engagement  Seek feedback from staff to gauge areas of support for them  Support staff to engage in community events and use opportunities to connect with whānau to support students' learning</p>	<p>T1 2024  T1 2024  End 2024</p>	<p>Staff meeting time</p>	<p>Ruth Trevathan    SLT</p>	<p>Willingness of staff to engage in community events  Follow up survey later in the year</p>
<p>Seeking Feedback  Provide opportunities for feedback in a variety of contexts  Use community feedback to modify approaches and strategies</p>	<p>End 2024  2024 and beyond</p>	<p>Feedback boxes/displays</p>	<p>SLT + Ruth Trevathan</p>	<p>Quality and quantity of feedback received increases.  Feedback received from parents of all ethnic backgrounds</p>
<p>Clear Communication  Improve internal communication so that all staff are confident in providing parents with information  Ensure clear communication with parents about upcoming events</p>	<p>T2 2024  T2 2024</p>	<p>HERO platform</p>	<p>Ruth Trevathan</p>	<p>Staff survey at end of year  Communication across Hero and Facebook is consistent &amp; timely</p>

## Gulf Harbour School Attendance & Whanau Support - Action Plan 2024

Gulf Harbour School offers a welcoming, safe, inclusive culture

**Where are we currently at:**

(This is a high-level overview of where your starting place is. Include what has already been done in the previous year to meet the targets, and what will need to be done this year to address any targets that were not met last year. This could also be a link to your statement of variance or videos/comms on progress)

2023: [Attendance T1](#) (additional commentary) Attendance: [T2](#) Attendance: [T3](#) Attendance: [T4](#)

Our overall attendance average for 2023 was 87%. Whilst this was a 2% increase on our 2022 overall attendance we still understand there is more work to be done on improving our attendance rates.

**How will our targets and actions give effect to Te Tiriti o Waitangi:**

- Establish mutually respectful relations that enable all teachers and students to learn in a culturally responsive classroom environment
- Achieving equitable outcomes for Māori students

**Nelp Goals:**

Objective 1: Learners at the centre

Objective 2: Barrier Free Access

**GHS Strategic Plan Goals:**

-Gulf Harbour School offers a welcoming, safe and inclusive culture.

Steps to achieve the goals	Timeline	Resources	Responsibility	How will we measure success?
Actively track class attendance data on a twice termly basis to determine where support is needed.	Feb - Dec	HERO data	Kate Ogg Mel Crosbie	Improved attendance data

				BOT reports
Use MoE Attendance Matters data to identify school-wide trends.	Feb - Dec	MoE Attendance Matters	Mel Crosbie BoT	Improved attendance data BOT reports
Engage with MoE Attendance Services as required.	Feb - Dec	Attendance Services	Mel Crosbie	Improved attendance data BOT reports
Actively promote and celebrate good attendance.	Feb - Dec	HERO data Certificates	Mel Crosbie	Improved attendance data BOT reports
Work with Coast Families to provide additional support to whanau	Feb - Dec	Coast Families	SLT Sarah from Coast Families	Improved attendance data BOT reports Student well being survey