



Gore Main School

Planning and Reporting 2024-2026

Gore Main School

Our Vision

Reach for the Stars - Whātoro mō nga whetu

Children/Tamariki at Gore Main School will be given every opportunity to reach their potential. Children/Tamariki will be challenged and supported through all areas of the curriculum.

Children/Tamariki will be empowered to be confident, connected and actively involved lifelong learners.

Gore Main School

Table of Contents

Page 3	Introduction and Board of Trustees Statement of Intent
Page 4	GMS Strategic Goals
Page 5	GMS Strategic Plan
Page 6	National Education and Learning Priorities
Page 7	Ka Hikitia
Page 8	Achievement Data
Page 9	Gore Main School Annual Implementation Plan 2024
Page 9	Annual Implementation Plan Strategic Goal 1
Page 12	Annual Implementation Plan Strategic Goal 2
Page 14	Cultural Diversity
Page 15	Raising Achievement for Students/Ākonga with Diverse Learning Abilities
Page 17	2024 Literacy Target Group



Our Motto

Reach for the stars - Whātoro mō nga whetu

GMS Values

We Value Integrity, Respect, Kindness, Perseverance, Excellence

Enviro-Stars

Sustainability, Taonga, Actively Involved Learners, Respect, Strong diversity

Gore Main School
Strategic Plan
2024 - 2026

Tumuaki - Glenn Puna, BOT Presiding Member - Lisa Grace, MOE Number: 03956

School Description and Introduction

Gore Main School is located in the centre of Māruawai, Gore. Gore Main School, formerly 'Gore Public School' was the first school established in the Gore area. From 1886 until 1953 it was the only public school on the west side of the river and holds a proud record of education in the town. The present main building was erected in 1984, and it is the fourth main building on the site. The site itself is sloping, attractive, and has been well laid out. A feature is the Weeping Elm tree, planted in 1929 by the ex-pupils in memory of those who died in active service during World War I. In 1995, following considerable fundraising activity, a school hall was erected. The community served by the school can best be described as diverse in its nature. All types of whānau groupings are evident, along with a wide range of occupational groups. The school community encompasses the commercial area of the town, the Gore gardens and a number of other recreational reserves and buildings. While the main population concentration is within the town boundary we do have a very supportive rural community. The school has access to a variety of cultural and sporting facilities, including the multi-sports centre, hockey turf, tennis, cricket, dance, library and museum. Gore Main School is part of the Eastern Southland Kāhui Ako whose aim is focused on success for all tamariki in the Eastern Southland area.



Our Board of Trustees - Statement of Intent

High quality governance that creates the big picture and long term vision that aims to improve student/ākonga achievement

High quality governance working through the tumuaki and staff

High quality governance making decisions based on results, reviews and information from consultations with our whānau, staff, students/ākonga and community

Gore Main School Summary Of Information Used To Develop This Plan 2024-2026

The strategic vision and plan for the Gore Main School has been developed through consultation with students/ākonga, whānau, mana whenua, and staff. The information from the consultation process has helped to set the goals and direction for our kura. The supporting documents within this process are the 2023 GMS BOT Whānau Survey, the 2023 Staff Survey, 2023 Student Voice, NELP's, Ka Hikitia and the end product of the GMS Cultural Competencies review.

Gore Main School Strategic Goals

STRATEGIC GOAL 1: *Students/Ākonga reach their highest possible level of achievement by being engaged in their learning through responsive and innovative teaching.*

STRATEGIC GOAL 2: *Our board, staff, whānau and community are engaged in providing our tamariki with a safe and inclusive environment for them to learn and grow.*

Gore Main School's Strategic Goals relate to all the Board's Primary Objectives as outlined in Section 127 of the Education and Training Act 2020.

Section 127 Objectives of boards in governing schools

(1) A board's primary objectives in governing a school are to ensure that—

(a) every student at the school is able to attain their highest possible standard in educational achievement; and

(b) the school—

(i) is a physically and emotionally safe place for all students and staff; and

(ii) gives effect to relevant student rights set out in this Act, the [New Zealand Bill of Rights Act 1990](#), and the [Human Rights Act 1993](#); and

(iii) takes all reasonable steps to eliminate racism, stigma, bullying, and any other forms of discrimination within the school; and

(c) the school is inclusive of, and caters for, students with differing needs; and

(d) the school gives effect to [Te Tiriti o Waitangi](#), including by—

(i) working to ensure that its plans, policies, and local curriculum reflect local tikanga Māori, mātauranga Māori, and te ao Māori; and

(ii) taking all reasonable steps to make instruction available in tikanga Māori and te reo Māori; and

(iii) achieving equitable outcomes for Māori students.

(2) To meet the primary objectives, the board must—

(a) have particular regard to the statement of national education and learning priorities issued under [section 5](#); and

(b) give effect to its obligations in relation to—

(i) any foundation curriculum statements, national curriculum statements, and national performance measures; and

(ii) teaching and learning programmes; and

(iii) monitoring and reporting students' progress; and

(c) perform its functions and exercise its powers in a way that is financially responsible; and

(d) if the school is a member of a community of learning that has a community of learning agreement under [clause 2](#) of Schedule 5, comply with its obligations under the agreement; and

(e) comply with all of its other obligations under this or any other Act.

Gore Main School Strategic Plan 2024-2026

The Gore Main School Board of Trustees will focus on the following 2 strategic goals. These goals ensure that we are providing an environment and programmes that motivate and support the learner to succeed in their education. Gore Main School has a major focus on ensuring that all ākonga have a solid foundation in literacy and numeracy and that they get to experience all areas of the curriculum. We understand our commitment to Te Tiriti o Waitangi and will ensure language, culture and identity is upheld within our kura.

STRATEGIC GOAL 1: <i>Students/Ākonga reach their highest possible level of achievement by being engaged in their learning through responsive and innovative teaching.</i>				
BOT PRIMARY OBJECTIVE	NELPS AND KA HIKITIA	WHAT ARE WE GOING TO DO?	WHAT WE EXPECT TO SEE	HOW WE WILL MEASURE SUCCESS
<ul style="list-style-type: none"> ● Section 127 1 (a) ● Section 127 1 (c) ● Section 127 1 (d) i, ii, iii ● Section 127 2 (b) i, ii, iii 	<ul style="list-style-type: none"> ● Objective 1 Priority 2 ● Objective 2 Priority 3 ● Objective 2 Priority 4 ● Objective 3 Priority 5 ● Objective 3 Priority 6 	<ul style="list-style-type: none"> ● Prioritise and focus on reading, writing and maths ● Continue the use of the iDeal Platform ● Implement the Numicon Maths Programme ● Ensure programmes are based on scientific research and are proven to improve student achievement ● Ensure that intervention programmes are in place for At Risk Learners ● Ensure that plans, systems and programmes reflect our commitment to Te Ao Māori, Tikanga Māori and Te Reo Māori ● Provide financial support for school resources, professional development and Teacher Aide Support ● Ensure the implementation and coverage of all curriculum areas ● Embed Te Mātaiaho throughout all of our curriculum areas ● Monitor student achievement and ensure effective teaching in the classrooms 	<ul style="list-style-type: none"> ● Students achieving to their highest possible level in reading, writing and maths ● The continued implementation of the iDeal Learning Platform ● Schoolwide use of the Numicon Maths Programme ● Alignment throughout the school curriculum from New Entrant to Year 6 ● Targeted support from ākonga on the At Risk Register ● Te reo Māori being used and included throughout every day ● Programmes are planned with consideration of Te Ao Māori ● Effective use of school finances that show impact on student achievement ● Effective teaching and learning across all curriculum areas ● Progress towards the implementation of Te Mātaiaho 	<ul style="list-style-type: none"> ● Monthly Principal Reports to the BOT ● Mid and End of year achievement data ● Termly At Risk Register Progress reports to the BOT ● Senior Leadership will ensure all plans and systems are followed by all staff members ● Te Mātaiaho understandings deepen and vocabulary can be heard within school conversations
STRATEGIC GOAL 2: <i>Our board, staff, whānau and community are engaged in providing our tamariki with a safe and inclusive environment for them to learn and grow.</i>				
BOT PRIMARY OBJECTIVE	NELPS AND KA HIKITIA	WHAT ARE WE GOING TO DO?	WHAT WE EXPECT TO SEE	HOW WE WILL MEASURE SUCCESS
<ul style="list-style-type: none"> ● Section 127 1 (b) i, ii, iii ● Section 127 1 (d) i, ii, iii ● Section 127 2 (c) ● Section 127 2 (d) ● Section 127 2 (e) 	<ul style="list-style-type: none"> ● Objective 1 Priority 1 ● Objective 2 Priority 3 ● Objective 3 Priority 5 ● Objective 3 Priority 6 	<ul style="list-style-type: none"> ● Maintain the positive culture and behavior within our school/kura ● Ensure strong relationships with whānau along with a high level of communication and involvement within the school ● Ensure policies and procedures are reviewed, updated and are being followed ● Maintain school buildings and learning environments and ensure all areas are safe ● Continue to strengthen the relationships with manawhenua and whānau ● Ensure that the school environment incorporates Te Ao Māori, Tikanga Māori and Te Reo Māori ● Ensure that our community is consulted each year to ensure the future success of our school 	<ul style="list-style-type: none"> ● Successful transition to school for our new entrant tamariki ● A continued focus on our school values and focus on positive behaviour ● Regular and effective communication with whānau along with events and opportunities for whānau to be part of the learning ● Termly review of school policies and procedures ● School buildings and learning environments are checked each week and reported to the Principal ● Regular communication with the Hokonui Rūnanga to maintain a positive relationship ● Māori art is visible throughout the school environment and represents language and local purakau/stories 	<ul style="list-style-type: none"> ● Classroom observations and feedback from whānau ● Student voice ● Kaiako voice ● Feedback from whānau survey ● Weekly reports on behaviour at staff meetings which is then reported to the board ● Ensure that communication systems continue to be followed and monitor whānau attendance at school events ● Policy reviews are presented and signed off by the BOT each term

National Education Learning Priorities (NELPS) and Ka Hikitia

OBJECTIVES

OBJECTIVE

1

LEARNERS AT THE CENTRE

Learners with their whānau are at the centre of education

OBJECTIVE

2

BARRIER FREE ACCESS

Great education opportunities and outcomes are within reach for every learner

OBJECTIVE

3

QUALITY TEACHING AND LEADERSHIP

Quality teaching and leadership make the difference for learners and their whānau

OBJECTIVE

4

FUTURE OF LEARNING AND WORK

Learning that is relevant to the lives of New Zealanders today and throughout their lives

OBJECTIVE

5

WORLD CLASS INCLUSIVE PUBLIC EDUCATION

New Zealand education is trusted and sustainable

PRIORITIES

1

Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying

3

Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs

5

Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning

7

Collaborate with industries and employers to ensure learners/ākonga have the skills, knowledge and pathways to succeed in work

8

Enhance the contribution of research and mātauranga Māori in addressing local and global challenges (TES ONLY)

2

Have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures

4

Ensure every learner/ākonga gains sound foundation skills, including language*, literacy and numeracy

* Oral language encompasses any method of communication the learner/ākonga uses as a first language, including New Zealand sign language

6

Develop staff to strengthen teaching, leadership and learner support capability across the education workforce

The NELP and TES are statutory documents enabled by the Education and Training Act 2020 that set out the Government's priorities for education. This document forms both the NELP (priorities 1-7) and the TES (priorities 1-8).

Some aspects of these priorities will be more applicable to one sector than others.

The NELP is designed to guide those who govern licensed early learning services, ngā kōhanga reo, schools and kura.

In particular, licensed early learning services are required to have regard to the NELP as part of the Governance, Management and Administration (GMA) Standard. Boards of schools and kura must have particular regard to the NELP, including when developing or renewing their charters.

The TES sets the direction for tertiary education. Tertiary Education Organisations are required to show how they have regard for the TES. The Tertiary Education Commission must give effect to the TES, and the New Zealand Qualifications Authority must have regard for the TES.

KA HIKITIA:

Māori are enjoying and achieving education success as Māori, as they develop the skills to participate in te ao Māori, Aotearoa and the wider world



Ka Hikitia is a cross-agency strategy for the education sector. The agencies include: Ministry of Education; Te Aho o Te Kura Pounamu; Education New Zealand; Education Review Office; New Zealand Qualifications Authority; The Teaching Council Aotearoa

New Zealand; Tertiary Education Commission; New Zealand School Trustees Association. The education sector includes all early learning services, schooling, and tertiary organisations. It sets out how we will work with education services to achieve system shifts in education

and support Māori learners and their whānau, hapū and iwi to achieve excellent and equitable outcomes and provides an organising framework for the actions we will take.

These guiding principles set out how we will work across the education system to support the Ka Hikitia vision. They have been adapted from Ka Hikitia 2013 and reflect enduring themes in Māori education.
www.education.govt.nz/assets/Documents/Ministry/Strategies-and-policies/Ka-Hikitia/KaHikitiaAcceleratingSuccessEnglish.pdf

NGĀ WHETŪ HEI WHAI / GUIDING PRINCIPLES:

Excellent Outcomes:

We will support Māori learners and their whānau to achieve excellent education outcomes

Belonging:

We will ensure Māori learners and their whānau have a strong sense of belonging across our education system

Strengths-Based:

We will recognise and build on the strengths of Māori learners and their whānau

Productive Partnerships:

We will support strong relationships between learners and whānau, hapū, iwi, educators and others to support excellent outcomes

Te Tiriti o Waitangi:

We will give practical effect to Te Tiriti o Waitangi in the education system

The education system has underperformed for Māori learners and their whānau over an extended period. As a result, Māori learners collectively experience worse education outcomes than other New Zealand learners and are less engaged in our education system. This has significant social, cultural, health and economic impacts for whānau, hapū, iwi, Māori and New Zealand as a whole.

Detailed data and research about the performance of the education system for Māori learners is available at: www.educationcounts.govt.nz.

The 30 year vision and objectives form the core of our overall approach to education. To create change it is important to embed Ka Hikitia into this framework to ensure we are aligning vision, purpose and action within our education system to support Māori enjoying and achieving education success as Māori.

Ka Hikitia informs and is informed by the overall Education Work Programme.
www.education.govt.nz/our-work/information-releases/issue-specific-releases/education-portfolio-work-programme.



Whakamaua te pae tata kia tina –
Take hold of your potential so it becomes your reality...

We are descendants of explorers, discoverers and innovators who used their knowledge to traverse distant horizons. Our learning will be inclusive, equitable and connected so we progress and achieve advances for our people and their future journeys and encounters

Whāia te pae tawhiti kia tata –
Explore beyond the distant horizon and draw it near!

OBJECTIVES FOR EDUCATION

Learners at the centre

Learners with their whānau are at the centre of education.

Barrier-Free Access

Great education opportunities and outcomes are within reach for every learner.

Quality Teaching and Leadership

Quality teaching and leadership make the difference for learners and their whānau.

Future of Learning and Work

Learning that is relevant to the lives of New Zealanders today and throughout their lives.

World class Inclusive Public Education

New Zealand education is trusted and sustainable.

WHĀIA TE ITI KAHURANGI

Outcome Domains to support excellent outcomes for Māori learners and whānau:

TE WHĀNAU

Education provision responds to learners within the context of their whānau.

We will support Māori learners and their whānau to be informed and demanding decision-makers, with high expectations of our education services.

We will also support Māori learners and their whānau to plan and pursue the education pathways that they aspire to.

TE TANGATA

Māori are free from racism, discrimination and stigma in education.

Māori learners and whānau have identified racism as a major barrier in our education system. We will address this, provide equitable access to services, and in ways that promote fairness and are respectful and culturally appropriate, so that Māori learners and their whānau have a strong sense of belonging.

TE KANORAUTANGA

Māori are diverse and need to be understood in the context of their diverse aspirations and lived experiences.

Our education services will recognise and provide for Māori diversity. Our education workforce will have the right skills and capacity to support all Māori learners, including those with disabilities and learning support needs, to achieve excellent outcomes.

TE TUAKIRITANGA

Identity, language and culture matter for Māori learners.

Our education services will support the growth and development of the Māori language.

We will support the identity, language and culture of Māori learners and their whānau to strengthen belonging, engagement and achievement as Māori so that Māori learners can actively participate in te ao Māori, Aotearoa and the wider world.

TE RANGATIRATANGA

Māori exercise their authority and agency in education.

Our education services will support whānau, hapū, iwi and Māori to exercise agency and authority over the education of Māori learners at all levels of the education system.

We will support Māori to make decisions about the education of Māori learners. We will account to whānau, hapū, iwi and Māori for the education services we provide.

Achievement Data for Gore Main School

GMS Data from Mid Year to End of Year	2020 End of Year			2021 End of Year			2022 End of Year			2023 End of Year		
	Reading	Writing	Maths	Reading	Writing	Maths	Reading	Writing	Maths	Reading	Writing	Maths
School	79%	55.5%	85.5%	80.1%	77.0%	82.2%	85.2%	73.5%	79.5%	91%	85%	89%
Boys	72%	48%	82.2%	74.3%	71.0%	80.0%	82.7%	66.4%	80.0%	87%	78%	91%
Girls	87.1%	64.5%	89.2%	87.2%	84.0%	85.0%	88.4%	82.6%	79.1%	94%	88%	88%
Maori	52%	43%	61%	75.0%	55.0%	65.0%	87.5% (3)	70.8% (7)	58.3%	80%	83%	77%
Pasifika	33.3%	33.3%	33.3%	0.0%	0.0%	0.0%	25.0% (3)	0% (4)	0% (4)	100%	0%	100%

Tamariki/Children identified as working 'At' or 'Above' their chronological age for Reading, Writing and Mathematics. Data represents tamariki/children who have been at GSM for one year or more.

Gore Main School Annual Implementation Plan 2024

SUMMARY OF THE GMS ANNUAL PLAN - In 2024 Gore Main School will be focused on foundation skills and further embedding a Structured Literacy approach to our school curriculum and introducing the Numicon Structured Mathematics Programme. In 2023 we implemented the iDeal Learning Platform and focused on the explicit teaching of spelling. In 2024 we aim to implement the reading component of the platform. Until now we have been using the Little Learner decodables along with the scope and sequence from Year 0-2. We now aim to align the 2 resources and use the iDeal scope and sequence to ensure that all areas of the iDeal Platform are being used throughout the whole school. The introduction of the Numicon Programme is new to our school and we believe that it will help increase the achievement of our tamariki. We have learned that a structured approach that focuses on foundation skills benefits all children. GMS will continue strengthening our Inquiry Programme which incorporates all curriculum areas along with the new Aotearoa Histories Curriculum. We will continue to strengthen our knowledge and understanding of te ao Māori and use of te reo Māori both within our kura and throughout our curriculum planning and ensure that it is explicitly taught each week.

WHERE WE ARE CURRENTLY AT - In 2023 the focus was on the implementation of the iDeal Platform, developing our cultural capabilities and aligning our schoolwide approach to the teaching of writing, with a focus on the foundation skills. Our end of year data showed a significant increase in literacy achievement which has given our school BOT, staff and parent community confidence in this new approach. Feedback from our Māori whānau and our recent Whānau Survey has informed us that what we are doing is having a positive effect on our school's learning environment, values, behaviour management and culture.

HOW WILL WE GIVE EFFECT TO TE TIRITI O WAITANGI - Our GMS BOT understands its commitment to Te Tiriti o Waitangi and works hard at giving effect to this throughout our school, curriculum and classroom programmes. We ensure that we remove all barriers so that all children can achieve academic success and learn in a safe and inclusive environment. We believe that an explicit, structured approach to teaching is beneficial to all ākonga and this is shown in the increase to our achievement data. Everyday tamariki feel a sense of success and this is celebrated within our kura and with whānau, which in turn strengthens the relationship and partnership between home and school. GMS has developed our understanding of te ao Māori and incorporates this into all curriculum areas. Our kura has developed a strong sense of pride with our use of te reo Māori and celebrate the success of our children with whānau. We incorporate feedback from our Māori whānau and incorporate this into our learning programmes and school environment.

TEACHING AND LEARNING FOCUS - The teaching and learning focus for Gore Main School in 2024 will be on further developing our structured approach to literacy, introducing a structured maths approach, deepening our understanding of te ao Māori and incorporating this into our learning programmes. We will continue to strengthen our Inquiry approach to the teaching of all curriculum areas. GMS will ensure that our success and progress in 2023 is maintained and continue our involvement with Eastern Southland Kahui Ako. We will also ensure that we embed Te Mātaiaho throughout our school curriculum.

STRATEGIC GOAL 1: Students/Ākonga reach their highest possible level of achievement by being engaged in their learning through responsive and innovative teaching.

ANNUAL TARGET/GOAL: Students will continue to progress through Levels 1-4 of the curriculum and we aim to increase the number of students achieving 'At' or 'Above' their chronological age in Reading, Writing, and Mathematics by 5% (In relation to 2023 End of Year Data)

BY THE END OF THE YEAR WE EXPECT TO SEE: The successful implementation of the Numicon Maths Programme and the iDeal Reading Programme, 5% increase in achievement data for Reading, Writing and Maths, Te Mataiaho incorporated into our school's curriculum and programmes and the strengthening of all progress made in 2023.

2024 OUTCOMES	ACTIONS	RESPONSIBILITY	RESOURCES REQUIRED	TIMEFRAME	HOW WE WILL MEASURE SUCCESS
1.1 Structured Literacy strategies from the iDeal Platform are further	<ul style="list-style-type: none"> Maintain and improve current achievement levels in reading, writing and spelling for all ākonga 	<ul style="list-style-type: none"> Teachers Literacy Leader Leadership Team 	<ul style="list-style-type: none"> iDeal Platform Decodable Readers At Risk Register 	<ul style="list-style-type: none"> Full school year 	<ul style="list-style-type: none"> We will aim for a 5% increase in overall achievement for Reading and Writing by following our GMS Assessment schedule

<p>developed and implemented across all year levels</p>	<ul style="list-style-type: none"> ● Strengthen our structured literacy approach at Year 1-2 with the inclusion of iDeal Reading Scope and Sequence ● Provide intervention for tamariki on the GMS At Risk Register ● Ensure that literacy continues to be taught 5 days a week ● Ensure consistency of home work from Year 0-6 				<ul style="list-style-type: none"> ● iDeal Decodable Running Records ● Little Learner running Records ● iDeal Spelling Assessment Term 1-3 ● GMS writing assessment Term 2-4 ● Classroom observations ● Termly update of the GMS At Risk Register ● Planning checks from Senior Leadership ● Student and Teacher voice ● Whānau Survey ● Mid and End of Year reporting
<p>1.2 Implementation of the Numicon Maths Programme across all year levels</p>	<ul style="list-style-type: none"> ● Review and update the GMS Mathematics Curriculum ● Implement the Numicon Maths Programme into the school ● PLD provided by Numicon Facilitator ● Purchase all resources required for the programme ● Ensure consistency of home work from Year 0-6 	<ul style="list-style-type: none"> ● Teachers ● Maths Lead ● Leadership Team 	<ul style="list-style-type: none"> ● Numicon online platform ● Numicon resource packs ● Numicon teacher books 	<ul style="list-style-type: none"> ● Full school year 	<ul style="list-style-type: none"> ● We will aim for a 5% increase in overall achievement for maths by following our GMS Assessment schedule ● Following the scope and sequence of the programme ● Completing 'Milestones' as per the scope and sequence ● Classroom observations ● Termly update of the GMS At Risk Register ● Student and Teacher voice ● Whānau Survey ● Mid and End of Year reporting
<p>1.3 Inquiring classroom concepts are reviewed, explored and developed to ensure full coverage of the curriculum</p>	<ul style="list-style-type: none"> ● Continue and further integrate the new approach to the teaching of Science, Social Science, Art and Technology ● From Year 1 - 6 work collaboratively around a given topic or theme ● Develop understandings of Te Mātaiaho ● Embed Te Mātaiaho into the GMS School Curriculum ● Continue to set the long term plan for the year for all classes to follow 	<ul style="list-style-type: none"> ● Teachers ● Inquiry Lead ● Leadership Team 	<ul style="list-style-type: none"> ● Te Mataiaho ● Termly long term plan for the year 	<ul style="list-style-type: none"> ● Full school year 	<ul style="list-style-type: none"> ● Completion of the long term plan ● Whānau Sharing Days ● Classroom observations ● Student and Teacher voice ● Whānau Survey
<p>1.4 Implement interventions programmes designed for individual needs</p>	<ul style="list-style-type: none"> ● Teacher Aide training around the use of junior and senior decodables ● Provide numeracy support for at risk children throughout all levels 	<ul style="list-style-type: none"> ● Teachers ● Literacy Lead ● Maths Lead ● Teacher Aides ● Leadership Team 	<ul style="list-style-type: none"> ● Decodable Readers ● iDeal Platform ● Numicon teaching books ● Numicon resource packs 	<ul style="list-style-type: none"> ● Full school year 	<ul style="list-style-type: none"> ● At Risk Register Progress Report ● iDeal Decodable Running Records ● Little Learner running Records ● iDeal Spelling Assessment Term 1-3 ● GMS writing assessment Term 2-4

	<ul style="list-style-type: none"> ● Use of the Numicon Breaking Barriers maths resource for intervention ● Provide assistance for new entrant tamariki at 6 months of schooling 				
1.5 Review teaching of writing to ensure consistency across all year levels	<ul style="list-style-type: none"> ● Leadership and Peer observations of writing lessons ● Focus on the teaching of foundational writing at NE to Year 1 ● More focus given to the surface features of writing from Year 1-6 ● Professional development about effective teaching of writing ● Literacy Leader and Leadership Team working together to lift achievement and teacher capabilities 	<ul style="list-style-type: none"> ● Teachers ● Literacy Lead ● Leadership Team 	<ul style="list-style-type: none"> ● GMS Writing Rubric ● iDeal Platform 	<ul style="list-style-type: none"> ● Full school year 	<ul style="list-style-type: none"> ● Mid and End of Year writing assessment ● OTJ's of writing books ● Class observations

STRATEGIC GOAL 2: Our board, staff, whānau and community are engaged in providing our tamariki with a safe and inclusive environment for them to learn and grow.

ANNUAL TARGET/GOAL: Students will continue to achieve their goals within a safe and inclusive environment that displays their school values throughout all areas of the school.

BY THE END OF THE YEAR WE EXPECT TO SEE: Tamariki thriving in a positive environment that continues to live out our school values, older children looking after younger, and who treat everyone with respect.

2024 OUTCOMES	ACTIONS	RESPONSIBILITY	RESOURCES REQUIRED	TIMEFRAME	HOW WE WILL MEASURE SUCCESS
<p>2.1 Cultural Responsiveness is explored further and developed and embedded into the school</p>	<ul style="list-style-type: none"> ● Māori culture and language more visible within our school as a response to new learning and understanding ● Mihi Whakatau to start the year and welcome new kaiako and ākongā ● Introduce more cultural art pieces/resources to the environment ● Continue to promote Māori Language through the Kupu Māori Challenge ● Kapa Haka Group to Perform at Matariki Celebration ● School Hangi ● Whānau Hui every term to maintain relationships ● School wide Term 1 focus on Pepeha ● Poutama Reo document used to progress individual capabilities 	<ul style="list-style-type: none"> ● Teachers ● Cultural Lead ● Leadership Team ● Māori whānau group 	<ul style="list-style-type: none"> ● Poutama Reo (ERO) ● Discussions with Māori whānau about Mihi whakatau process ● Online Waiata Website ● Kahui Ako Pepeha Progression 	<ul style="list-style-type: none"> ● Full school year 	<ul style="list-style-type: none"> ● Classroom observations ● Kupu Māori Challenge ● Completing events as listed under actions ● Teacher progress with the Poutama Reo Resource ● Recital of Pepeha
<p>2.2 Safe and Inclusive Environments are reviewed to develop a shared understanding</p>	<ul style="list-style-type: none"> ● Continue strengthening our school wide understanding of the GMS Values and looking for opportunities to extend. ● Ensure that our school culture continues to promote a fun, safe learning environment ● Ensure that support is provided for tamariki with diverse learning needs 	<ul style="list-style-type: none"> ● Leadership Team ● Teachers ● Teacher Aides ● Support Staff ● SENCO 	<ul style="list-style-type: none"> ● Values system and tickets ● Assembly awards ● Sensory equipment for Room 10 and relevant classrooms 	<ul style="list-style-type: none"> ● Full school year 	<ul style="list-style-type: none"> ● Classroom and Playground observations ● Student voice ● Kaiako voice ● Whānau Survey

<p>2.3 Community, School and Home engagement strengthened</p>	<ul style="list-style-type: none"> ● Work with whānau to complete the upgrade of Adventure World and the Quad Area ● Work with the PTA to create more community events ● School Council to be helping out in the community ● Continue strong relationship with the Hokonui Rūnanga and invite them to Whānau Hui ● Review and strengthen the Enviro-School setup to maintain our Gold Level 	<ul style="list-style-type: none"> ● Teachers ● Cultural Lead ● Enviro-school Lead ● Leadership Team ● Māori whānau group ● PTA Committee 	<ul style="list-style-type: none"> ● PTA funding ● Painting resources 	<ul style="list-style-type: none"> ● Full school year 	<ul style="list-style-type: none"> ● Feedback from Community organisations ● Completion of external upgrades
<p>2.4 Property and School facilities maintained and updated</p>	<ul style="list-style-type: none"> ● Oversee the upgrade to the school roof ● Review and upgrade shared outdoor areas like the Quad Area and Adventure World ● Conduct weekly and monthly property reviews 	<ul style="list-style-type: none"> ● Board of Trustees ● GMS PTA ● Caretaker ● Leadership team 	<ul style="list-style-type: none"> ● PTA funding ● MOE funding 	<ul style="list-style-type: none"> ● Full school year 	<ul style="list-style-type: none"> ● Principal reports ● Certificate of Completion

Cultural Diversity

Goal

To improve the educational outcomes for Maori and Pasifika ākonga, which will in turn improve achievement for all our ākonga.

Our Belief

- The 18% of ākonga/students on our school roll identified as Māori will achieve as well as non-Maori
- The 0.005% of ākonga/students on our school roll identified as Pasifika will achieve as well as non-Pasifika
- That our Māori ākonga/students will achieve educational success as Māori with strong links to identity, language and culture
- A strong whanau/kura relationship is required
- The school/kura, classroom teachers and parents have high expectations
- The school/kura ensures that Māori and Pasifika language, culture and identity is valued
- The strengths and success of Māori and Pasifika ākonga/students are celebrated

Strategies

- To implement and strengthen the 5 objectives for education outlined in Ka Hikitia
- To ensure programmes enable tamariki to succeed in their learning
- A partnership is developed between Māori and Pasifika families and the school staff to establish a collaborative approach to raising student achievement
- The school acknowledges the Treaty of Waitangi and will work towards equal partnership through the use of Te Reo Māori and ensuring culturally responsive classrooms
- Māori language and culture is naturally incorporated into daily classroom activities
- We will ensure that we provide instruction that focuses on Tikanga Māori (Māori culture) and look for opportunities to use Te Reo Māori (the language)
- We will continue working with our Kahui Ako Cultural Responsiveness facilitator to strengthen all areas
- A lead teacher will be appointed to provide leadership and PLD for staff, and to ensure progress is being made
- Kaiako/Teachers will adopt the GMS Cultural Competencies

GMS Commitment to Ka Hikitia

- **Te Whānau Learner at the centre:** We will support Māori learners and their whānau to be informed and demanding decision-makers, with high expectations of our kura. We will also support Māori learners and their whānau to plan and pursue the education pathways that they aspire to.
- **Te Tangata Barrier-Free Access:** We will provide equitable access to services, and in ways that promote fairness and are respectful and culturally appropriate, so that Māori learners and their whānau have a strong sense of belonging.
- **Te Kanorautanga Quality Teaching and Leadership:** Our kura will have the right skills and capacity to support all Māori learners, including those with disabilities and learning support needs, to achieve excellent outcomes.
- **Te Tuakiritanga Future of learning and work:** Our kura will support the growth and development of the Māori language. We will support the identity, language and culture of Māori



learners and their whānau to strengthen belonging, engagement and achievement as Māori so that Māori learners can actively participate in te ao Māori, Aotearoa and the wider world.

- **Te Rangatiratanga World Class Inclusive Public Education:** Our kura will support whānau, hapū, iwi and Māori to exercise agency and authority over the education of Māori learners at all levels of the education system. We will support Māori to make decisions about the education of Māori learners. We will account to whānau, hapū, iwi and Māori for the education services we provide.

Where We Want To Be:

- Māori and Pasifika ākonga will be achieving at the same level as non Māori ākonga at Gore Main School
- Our tamariki have a strong connection to their identity, culture and language
- We will see, hear and feel our school's commitment to te ao Māori
- Tamariki have a strong sense of identity and respect for the cultural diversity of Aotearoa New Zealand
- Te Reo Māori naturally incorporated into school life

Future Strategies

- Continue to strengthen current programmes and initiatives
- More cultural art around the school environment
- All children will be able to recite their pepeha
- GMS Cultural Competencies followed by all staff
- Termly Whānau Hui
- Karakia and Karakia Kai will be recited each day
- Integrate stories/purakau throughout school curriculum
- Matariki Celebration
- Continue strong relationship with the Hokonui Rūnanga

Raising Achievement for Students/Ākonga with Diverse Learning Abilities

Goal

To improve educational outcomes for students/ākonga with diverse learning abilities in a safe and inclusive environment.

Our Belief

Achievement for students with diverse learning abilities needs will be enhanced when:

- A strong whānau/school relationship exists
- The school, class teachers and parents have high expectations
- The strengths and success of the students are celebrated
- The school has high quality teaching and support

Strategies

- Work collaboratively with whānau and outside agencies (LSC, RTLB, MoE) to help support the ākonga/students

- Kaiako/Teachers will develop IEP's with students, whānau, Teacher Aides, SENCO, LSC and other supporting agencies
- Apply for, and promote, appropriate resourcing and programmes
- A strong partnership is developed between the school and families of students with diverse learning abilities to establish a collaborative approach to raising ākonga/students' achievement

Future Strategies

- SENCO to work collaboratively with kaiako and support staff to set up weekly programmes
- Ensure appropriate resources are able for the GMS Sensory Room

Supporting Documents

The following documents ensure that Gore Main School is providing our tamariki with a quality learning environment underpinned by the vision and principles of the NZ Curriculum.

- Gore Main School 2023 Analysis of Variance
- School Policies and Procedures
- Te Mātaiaho and Gore Main School Curriculum Plan
- Ka Hikitia
- GMS Cultural Competencies
- 2024 Budget
- School Docs Policies and Procedures

2024 Literacy Target Group

READING ANNUAL TARGET/GOAL: Students will continue to progress through Levels 1-4 of the curriculum and we aim to increase the number of students achieving 'At' or 'Above' their chronological age in Reading, Writing, by 5% (In relation to 2023 End of Year Date)

					Current Level	End of Term 1 Level	End of Term 2 Level	End of Term 3 Level	End of Term 4 Level	OTJ (Change if 'At' the Level)
1		Room 2	Male	NZ Maori	At L1 Stage 1					Below
2		Room 3	Female	NZ European	At L1 Stage 4+					Below
3		Room 3	Male	NZ European	At L1 Stage 4					Below
4		Room 3	Female	NZ European	At L1 Stage 4+					Below
5		Room 4	Male	Japanese	At L1 Stage 3					Below
6		Room 4	Female	NZ European	At L1 Stage 6					Below
7		Room 5	Male	NZ European	At L1 Turquoise					Below
8		Room 5	Female	NZ European	At L1 Turquoise					Below
9		Room 6	Male	NZ Maori	At L1 Stage 3					Below
10		Room 6	Male	NZ Maori	At L1 Stage 4+					Below
11		Room 6	Female	NZ Maori	At L1 Stage 4+					Below
12		Room 6	Male	NZ Maori	At L1 Stage 3					Below
13		Room 6	Male	NZ Maori	At L1 Stage 2					Below
14		Room 7	Male	NZ European	E L2 Purple					Below
15		Room 7	Male	NZ European	At L1 Stage 7					Below
16		Room 7	Male	NZ European	At L1 Stage 7					Below
17		Room 7	Female	NZ European	At L1 Stage 7					Below
18		Room 8	Male	NZ Maori	At L1 Stage 3					Below

WRITING ANNUAL TARGET/GOAL: Students will continue to progress through Levels 1-4 of the curriculum and we aim to increase the number of students achieving 'At' or 'Above' their chronological age in Reading, Writing, and by 5% (In relation to 2023 End of Year Date).

					Current Level	End of Term 1 Level	End of Term 2 Level	End of Term 3 Level	End of Term 4 Level	OTJ (Change if 'At' the Level)
1		Room 2	Male	NZ Maori	1b					Below
2		Room 4	Male	NZ European	1p					Below
3		Room 4	Male	NZ European	1p					Below
4		Room 4	Female	NZ European	1p					Below
5		Room 4	Male	Japanese	1b					Below
6		Room 4	Female	NZ European	1p					Below
7		Room 5	Male	NZ European	1a					Below
8		Room 5	Male	NZ European	1a					Below
9		Room 5	Female	NZ European	1a					Below
10		Room 5	Male	NZ European	1a					Below
11		Room 5	Female	African	1p					Below
12		Room 5	Male	NZ Maori	1a					Below
13		Room 5	Female	NZ European	1a					Below
14		Room 7	Male	NZ European	1a					Below
15		Room 7	Male	NZ European	1a					Below
16		Room 7	Male	NZ European	1a					Below
17		Room 7	Male	NZ European	1a					Below
18		Room 7	Female	NZ European	1p					Below
19		Room 8	Female	NZ Maori	2b					Below

20		Room 8	Male	NZ Maori	1p						Below
21		Room 9	Male	NZ European	2a						Below
22		Room 9	Male	NZ Maori	2a						Below
23		Room 9	Female	NZ European	2a						Below
24		Room 9	Male	NZ European	2a						Below
25		Room 9	Female	NZ European	2a						Below

Prepared and submitted by Glenn Puna, Principal/Tumuaki Gore Main School.