

# Gordonton School Charter 2022

Strategic Aims 2022 - 2024

Annual Goals 2022



**Mission:**

To: Foster a caring environment where every student can develop skills, experiences and dispositions to learn and achieve their personal best.

**Values:**

- We are Anchored in MANA
  - Manaakitanga - Kindness and care for ourselves, each other and the environment;
  - Awhina - Supporting others to be the best they can be;
  - Ngakau Pono - Demonstrating integrity, loyalty and honesty. Doing the Right thing.
  - Ako - Quality teaching and learning

**Principles:**

- Student learning and well-being will be at the core of all decisions
- We will facilitate a range of opportunities for student voice and choice.
- We will give and create opportunities for students to learn from each other.
- We will give and create opportunities for students to make connections (social, emotional, physical, environmental, spiritual).
- We will provide learning opportunities in the outdoor environment outside the classroom.
- We will support students to learn skills for effective collaboration.
- We will provide quality learning opportunities.

## Gordonton School

Our school was opened in 1891 and it was originally called Hukanui, after the Maori name for the area. The school probably began in tents or sheds, but after a couple of years located in a hall, a proper school building, built mostly of Kauri, was erected at Hukanui. This is at the current site of the Gordonton Play Centre. Over time the original site was too small for the community's growth and in 1961 the school moved to its present site in Woodlands road.

The school was blessed with the words: *"God's blessing on all who will learn in these classrooms and on all teachers who will influence the young lives..."* by Canon Wi Te Tau Huata. By 1990 there were 91 children, however since then the roll has continued a steady growth and today sits around 250 children from year 0 - 8.

In 1997 the school purchased and moved to the site the former Komakorau Hall which has been modernised and hosts regular assemblies, discos, class physical education and bi-annual school productions. Today there are twelve classes, with a modern administration block and library all contained on a beautiful site with mature trees surrounded by farmland.

The school provides high quality learning opportunities for students and is well supported by the communities it serves. We have formed a close association with Hukanui Marae and the Ngati Wairere Iwi. We are able to attract high quality staff.

Presently the staff consists of the Principal (appointed 2018), Deputy Principal, 13 Full or part time teachers, 10 Learning Assistants, an Office Manager and a Property Manager.

Parent/caregiver support is strong, and the partnership between home and school is valued. Parental support is sought in a variety of ways, for example, helping their children at home with literacy and numeracy, fundraising, providing transport and parent/caregiver help for school trips and camps.

The school board, teachers and parents have worked together on forming the strategic goals for our school charter, through consultation

## **NATIONAL EDUCATION AND LEARNING PRIORITIES (NELP)**

### **Education Act 1989 – Part 1AA**

NELP replaced the National Education Guidelines, effective May 19, 2017. The objectives of the system for education and learning are -

- (a) to focus on helping each child and young person to attain educational achievement to the best of his or her potential; and
- (b) to promote the development, in each child and young person, of the following abilities and attributes:
  - (i) resilience, determination, confidence, and creative and critical thinking:
  - (ii) good social skills and the ability to form good relationships:
  - (iii) participation in community life and fulfilment of civic and social responsibilities:
  - (iv) preparedness for work; and
- (c) to instil in each child and young person an appreciation of the importance of the following:
  - (i) the inclusion within society of different groups and persons with different personal characteristics:
  - (ii) the diversity of society:
  - (iii) cultural knowledge, identity, and the different official languages:
  - (iv) the Treaty of Waitangi and te reo Māori.

### **Te Ao Māori**

When developing policies and practices for the school, every endeavour is made to reflect New Zealand cultural diversity and the unique position of Māori culture.

The following measures are expected to be fully maintained across the whole school. These include:

- (a) integrating components of tikanga Māori and te reo Māori into all appropriate aspects of the school curriculum;
- (b) developing and maintaining a close relationship with our kaumatua and local marae; consulting our Māori community on issues that are pertinent to the development of learning outcomes for Māori.

When a parent of a full-time student requests that their child/ren be provided with instruction in Te Reo Māori the Principal, on behalf of the Board, will take all reasonable steps and discuss with the parents the ways the school currently involves te reo and tikanga Māori in our school life and programmes discuss with the parents whether the student would have access to te reo in the home.

## **Annual Goals**

**Annual Goal 1: Professional Learning and Development**

- To Further develop Professional and highly skilled teachers
- To create opportunities for professional development and collaboration to strengthen the conditions that improve student outcomes

Action	Who	How	Resourcing	How will we know it is successful?	Internal Evaluation	BLAT Analysis
<p>Focus on Literacy. The kura will commence a School-wide professional development and curriculum development on Structured Literacy learning.</p>	<p><b>P, DP, SLT, Literacy Lead to lead initiative. Literacy leader to lead PD.</b></p>	<p>Teacher Only Days and staff PD meetings with the Literacy leader timed throughout the year.</p> <p>Individual consultation and anecdotal information sharing between teacher(s) and Literacy Leader as appropriate to address individual skill strengthening and capability,</p>	<p>We have purchased the Structured Literacy model and trained our Literacy leader to develop this programme in line with localised learning strategies.</p>	<p>Measured by gains in student literacy levels compared against start and end of year data.</p>	<p><b>April</b></p> <p><b>July</b></p> <p><b>November</b></p>	

Continue to develop a professional growth cycle that encapsulates the standards and professional code	<b>P, DP, SLT, Staff</b>	Consult and collaborate with staff to further develop a localised model.  Set timeframes and reporting strategy  Review in July and November and modify to address needs.	Relieving to facilitate SLT observations.	Staff use a professional growth cycle to: Improve practice and capability; Identify PD opportunities; meet and exceed standards improve learner outcomes.	<b>March (set up) July (Progress) December (sign off)</b>	
Continue developing teaching Strategies for Target learners	<b>P, DP, (Senco) Teachers, LA</b>	Fixed agenda items to discuss success with Target Learners. Teachers become accustomed to having them at the front of conversations in the school. SENCO sources as necessary the Professional advice and interventions.	Staff time. Nil extra. Programmes as required.	Target learners make accelerated progress.		
Continue to develop a localised curriculum	<b>P,DP,SLT</b>	Principal and DP continue on the journey to develop a localised curriculum	Nil	A localised curriculum document reflecting the NZC but personalised	<b>July (Internal review)  December (Summative review)</b>	

		and utilise the opportunities provided by our connection with ERO evaluative partner to provide guidance.		to the context of our learners is developed.		
Focus on Te Reo Maori/Tikanga Maori - developing consistency of practice across the school	<b>All Staff</b>	Continuance of the specialist Te Reo Maori Teacher. Continuance and further development of the Kapa Haka Groups with input from Ngati Wairere - led by P, DP. Teachers are attendant in TRM lessons to develop their own skills and continue programme in class.	BOT funded Te Reo Teacher (.2)  Further enhancement of the Kapa Haka led by Principal, DP and external support.	School truly represents our bicultural society.  TRM is confidently used in school by staff and students.  Language skills increase.  Participation is WFPSA Kapa Haka festival.		

**Annual Goal 2  
Student Achievement**

**RATIONALE:**

- To raise the achievement of all learners in the school
- To identify target learners and deliver specifically tailored programmes to accelerate their achievement.
- To explore ways to assess with requisite rigour despite disruption due to covid response.

Action	Who	How	Resourcing	* How will we know it is successful?*	Internal Evaluation	B.R.A.G Analysi
To focus on helping every student to attain educational achievement to the best of his or her	P, DP, Teachers	Making Assessment an integral part of all meetings and a permanent agenda item.  To experiment with assessment tools that may enhance student	Nil Extra  Cost of any new assessment tools for evaluation	That the <b>51 Students</b> currently assessed as being below or well below their expected level of achievement in <b>Reading</b> will make	<b>April</b>  <b>July</b>  <b>November</b>  (* under the current health alert impositions standardised testing was not completed due to gaps in learning continuity. The	



<p>potential. (NELP)</p>		<p>learning</p> <p>To monitor the achievement of all students in reading, writing and maths throughout the year</p> <p>To develop and implement teaching and learning strategies purposefully aimed at raising the achievement of all learners.</p> <p>To regularly review and collaborate on effective teaching and learning strategies and share strategies and progress at team meetings.</p> <p>To develop an expectation of planning to meet the needs of the learners and groups of</p>	<p>Nil extra</p> <p>Nil Extra</p> <p>Nil Extra</p> <p>Nil Extra</p>	<p><b>accelerated</b> progress against the curriculum</p> <p>That all other students will make appropriate progress in reading.</p> <p>That the <b>67 Students</b> currently assessed as being below or well below their expected level of achievement in <b>Writing</b> will make <b>accelerated</b> progress against the curriculum</p> <p>That all other students will make appropriate progress in writing.</p>	<p>chart will be updated to reflect the numbers of target learners immediately following the formative testing across the school)</p>	
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		<p>learners. Learning programmes to be; Scaffolded Differentiated Show Effective feedback/feed-forward</p>		<p>That the <b>53 Students</b> currently assessed as being below or well below their expected level of achievement in <b>Maths</b> will make <b>accelerated</b> progress against the curriculum That all other students will make appropriate progress in Maths.</p>		
<p>To have appropriate and reliable assessment.</p>	<p>P, DP, Teachers</p>	<p>Develop and implement assessment schedules Ensure formative assessment practices are consistently applied throughout the school</p>	<p>Nil Extra</p>	<p>Assessment will be evidenced, accurate and reliable</p> <p>All staff have assessment as a</p>		

		<p>Making Assessment an integral part of all meetings and a permanent agenda item.</p> <p>Communicate assessment schedules clearly and ensure deadlines are met</p> <p>Use assessment tools in an agreed way.</p> <p>To regularly review and the way in which assessment and progress is communicated to Parents/Whanau</p>	<p>Grow capacity and familiarity with Seesaw portfolio.</p>	<p>facet of their teaching and learning programmes</p> <p>School records are up to date, reliable and auditable.</p> <p>Parents and whanau are reported to about their child(ren)s progress and achievement in plain language in an accessible way.</p>		
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<p>To effectively use achievement data to informant develop support strategies for Target Learners</p>	<p>P, DP, Teachers Learning assistants</p>	<p>Longitudinal learning records are kept and proceed through with the learner.</p> <p>Target learners are routinely discussed in teams, SLT and school wide staff meetings.</p> <p>To effectively use achievement data to identify and inform support for Target Learners</p> <p>To develop and implement teaching and learning strategies purposefully aimed at accelerating the achievement of target learners. (Those below curriculum level/age expectations)</p>	<p>Continued use of Target learner spreadsheet.</p> <p>P,DP to source professional development as needs/gaps are identified</p>	<p>Target learners are a continual strategic focus.</p> <p>Conversations in teams share teaching and learning ideas and collaborate on raising outcomes for learners.</p> <p>Teaching and learning programmes are tailored off accurate and current information</p>		
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		<p>To develop and implement strategies that engage and extend the students who are currently learning above expectations.</p> <p>Longitudinal learning records are kept and proceed through with the learner.</p>	<p>Explore the need for a Gifted and Talented programme. Assess strategies and opportunities that exist within current resourcing.</p>	<p>Excellence and equity in addressing the individual needs of all learners.</p>		
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**2022 - 2024 Strategic Goals**

**To: Foster a caring environment where every student can develop skills, experiences and dispositions to learn and achieve their personal best.**

<b>Strategic Statement 1: Equity and Excellence - Achieving Success for All</b> [‘...achieve their Personal Best’]				
Strategic Aims:				
<ul style="list-style-type: none"> <li>· To accelerate progress for all learners, with a particular focus on Priority Learners</li> <li>· To create opportunities for professional development and collaboration to strengthen the conditions that improve student outcomes</li> </ul>				
Goal	Action	Who	Expected Outcomes	B.R.A.G Analysis
All Students make progress across the curriculum.  Focus on Target Learners	<ul style="list-style-type: none"> <li>• Student learning is regularly monitored, reviewed, adapted and reported on, as appropriate to parents/whanau,</li> </ul>	P,DP, SLT	<ul style="list-style-type: none"> <li>• Clarity and sharing of information, through learning partnerships supports a flexible response to the needs of Target Learners</li> </ul>	

	school Board of Trustees and wider community.			
Gordonton School systems serve to provide all students with a teaching and learning environment that reduces disparity in achievement	<p>Continue to implement and develop a systems approach to track, monitor, review and report on all learners over time (E-Tap, Google platform, Seesaw)</p> <p>A Target Learner register is maintained (E-Tap/Google). Review, develop, implement and monitor a learner support plan for Target learners, focused on strategies to accelerate learning relevant to learning</p>	<p>DP</p> <p>Staff DP</p>	<ul style="list-style-type: none"> <li>• Target learners are identified, and support strategies are needs based and successful in accelerating progress and achievement</li> <li>• All student learning will be able to be tracked over time. Target learners will have an increased focus.</li> <li>• Reports to the BOT and parent/caregivers on student progress and achievement are accurate, informative and accessible.</li> <li>• Reporting to Parents a celebration of learning and regular examples of work via Seesaw. two written formal reports per year and face to face through scheduled formal meetings.</li> </ul>	

	progressions: (refer annual goal 2)			
Staff work collaboratively across the school to achieve quality outcomes for all learners	<ul style="list-style-type: none"><li>• Staff meet regularly in teams and as a whole staff to discuss, review and agree on next steps needed to further accelerate progress and achievement.</li><li>• Target learner progress is a fixed agenda item at all team meetings.</li><li>• Teaching and Learning teams are effectively led with leaders for: Year 1 and 2, Year 3 and 4, Years 5 and 6, 7 and 8.</li></ul>	P, DP Staff  Staff  SLT	<ul style="list-style-type: none"><li>• Teachers use a schoolwide system allowing teachers, school leadership and BOT to evaluate, address, and resource school wide initiatives relative to the acceleration of student learning.</li><li>• Team leaders are given PD opportunities to develop their personal, team and schoolwide leadership.</li><li>• A 'systems' approach to planning, delivery and assessment of teaching and learning is developed and embedded in the school.</li><li>• Teachers share their successes and constraints at meetings and collaborate and support one another on strategies and pedagogy.</li> <li>• Smaller teams facilitate focus on students at the same level leading to aligned methodology and strategic delivery of teaching and learning to meet student need.</li> <li>• SLT convey accurately, decisions to and from the Senior Leadership meetings supporting a high trust model in leading the school.</li></ul>	



<p>To develop a culturally responsive pedagogy</p>	<ul style="list-style-type: none"> <li>To build a culturally responsive pedagogy and practice where collaboration and professional sharing/reflection of teaching practise is the norm and the teacher's practices at all times consider the cultural dimension that students bring to the school.</li> </ul>	<p>P DP SLT</p>	<ul style="list-style-type: none"> <li>Staff engage in professional learning conversations and work to collaboratively to improve teacher practice and student outcomes.</li> <li>Students develop a sense of belonging.</li> <li>Increased success for Maori learners.</li> <li>students feel safe to demonstrate a pride in their culture and identity.</li> </ul>	
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**Strategic Statement 2:** Teaching and Learning – Making A Difference  
 [‘...where every student can develop skills, experiences and dispositions to learn ’]

Strategic Aims:

- To build professional capability and collective capacity
- To continue the review and development of a Gordonton School Curriculum
- To further develop robust leadership processes and practices that focus on review, refinement and implementation of effective pedagogy.
- To monitor and regularly review the teaching and learning strategies at Gordonton School.

Annual Goals 2022

Goal	Action	Who	Expected Outcomes	B.R.A.G Analysi
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<p>Continue to develop and refine a professional growth cycle for staff</p>	<ul style="list-style-type: none"> <li>• Strengthen understanding and implementation of teaching as inquiry</li> <li>• Develop coaching and mentoring by and for teachers – ‘coaching for accountability’.</li> <li>• Upskill staff on the implementation of the Gordonton School Professional Growth cycle</li> <li>• Establish shared understandings and agreements about required shifts in practice through effective and supportive professional learning conversations</li> <li>• Develop job descriptions and role descriptions that include schoolwide and personalised goals for each individual –</li> </ul>	<p>P,DP</p> <p>P</p> <p>P,DP SLT</p> <p>P,DP</p>	<ul style="list-style-type: none"> <li>• There are regular peer reviews of teacher practice</li> <li>• Leaders participate in and are knowledgeable about professional growth and their responsibilities in it.</li> <li>• The Principal will report to the BOT annually that all staff are involved in a professional growth cycle</li> <li>• Team leaders/DP/Principal lead conversations with staff about the learning cycle regularly feeding back to them.</li> </ul>	
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	co-construct these where applicable			
The Gordonton School curriculum is accessible and utilised	<ul style="list-style-type: none"> <li>Update the Gordonton School curriculum to reflect current expectations and pedagogy</li> <li>Actively embed the school values to support all teaching, learning, behaviour and culture</li> </ul>	P,DP, CT  Staff	<ul style="list-style-type: none"> <li>Teachers use the Gordonton School curriculum delivery plan to guide all teaching and learning programmes and practices.</li> <li>The School values enhance all teaching, learning, behaviour and culture</li> <li>Teaching and Learning is deliberate and planned with;               <ul style="list-style-type: none"> <li>Scaffolded instruction</li> <li>Differentiated (Group) learning in all areas</li> <li>Effective feedback and feed-forward.</li> </ul> </li> </ul>	
There is an agreed model of effective teaching and learning	<ul style="list-style-type: none"> <li>Working collaboratively with staff to establish non-negotiable teaching and learning practices. Especially around Numeracy and Literacy.</li> </ul>	P DP SLT	<ul style="list-style-type: none"> <li>There is schoolwide consistency of practice in all areas of teaching and learning. The expectations around this are co-constructed by the leadership team, communicated effectively to all teaching staff, and reviewed at least 4 times a year. (once per term). Expectations are co-constructed with the Senior Leadership group and curriculum leaders in Numeracy and Literacy</li> </ul>	

practice				
All students, staff and whānau will develop a greater knowledge and understanding of Te Ao Māori	<ul style="list-style-type: none"> <li>● Participate fully in Professional Learning Development with a focus on Te Ao Māori</li> <li>● Strengthen our relationship with Ngati Wairere and our Hukanui Marae community</li> </ul>	Staff	<ul style="list-style-type: none"> <li>● Te Ao Māori is valued, included and evident in our teaching and learning programmes and community engagement is strengthened. Professional Development is sourced and delivered to develop this in Term 1 2019.</li> <li>● Staff are encouraged and provided with the opportunity to learn Te Reo Maori outside school hours with the school meeting costs around that learning</li> <li>● Continuation of Kapa Haka</li> </ul>	

**Strategic Statement 3: Community Partnerships – Strengthening Relationships**  
*[...a Caring environment]*

**Strategic Aims**

- To strengthen and sustain home school partnerships
- To build and strengthen connections with local community and resources
- To communicate clearly our school vision and priorities

**Annual Aims 2022**

Objective	Action	Who	Expected Outcomes	B.R.A.G Analysis
Parents and caregivers are informed, involved and engaged in their child's learning progress and achievement	<ul style="list-style-type: none"> <li>● Parents and caregivers are communicated with and consulted regularly about their child's progress and achievement via <i>Seesaw</i> and other school processes.</li> <li>● AT the end of Term 2 and</li> </ul>	Staff	<ul style="list-style-type: none"> <li>● Parents and caregivers are well informed and contribute to processes related to their child's learning.</li> <li>● Reports sent home contain accurate, evidenced information about student progress and achievement against the curriculum.</li> <li>● Two scheduled formal interviews with parents/students are implemented in terms 1 and 3. Term 1 is meet the teacher and goal setting. Term 3 is a parent interview with a focus on achievement and revisiting the goals.</li> </ul>	

	Term 4 a formal report on learning progress is sent home digitally.			
The school environment is effectively utilised as a teaching and learning resource, reflecting our school vision, values and Te Ao Māori	<ul style="list-style-type: none"> <li>• 5YA is renewed with all concerned parties.</li> <li>• To visually enhance the school environment to reflect our school vision, values and Te Ao Māori</li> <li>• Engage the students, staff and local community in the design of ways to visually represent the Gordonton</li> </ul>	<p>P</p> <p>D</p> <p>P</p> <p>D</p> <p>S</p> <p>T</p> <p>P</p>	<p>Property projects are prioritised and options are set for Accelerated Modernisation Scheme (AMS) funding</p> <p>The School environment reflects our vision and priorities through murals, signage and including our values in all aspects of school life.</p> <p>The school environment reflects the voices of the students/community/local iwi in reflecting an environment that reflects the school values of;</p> <p style="padding-left: 40px;">Manaakitanga Awhina Ngakau Pono Ako</p> <p>Whanau Group collaborates on initiatives to support Maori learning as Maori.</p>	

	<p>School vision, values and Te Ao Māori, throughout the school environment</p> <ul style="list-style-type: none"> <li>• Whanau Group is Established</li> </ul>			
<p>Mutually beneficial relationships are established with members of the wider Gordonton community</p>	<ul style="list-style-type: none"> <li>• Gordonton School staff and students form strong relationships with the community and its resources</li> </ul>	P	<p>Gordonton history and resources become part of our teaching and learning programmes.</p>	



	Reading			Writing			Maths		
	Below	At	Above	Below	At	Above	Below	At	Above
Y1		26			26			25	1
Y2		26	2		19	9		28	
Y3	12	16		3	15	10	6	22	
Y4	13	18		29	9	1	17	14	
Y5	5	18	8	8	5	18	7	21	4
Y6	10	10	5	17	3	5	9	13	3
Y7	4	14	3	7	9	5	4	12	5
Y8	7	12	2	11	5	4	10	8	4
TOTALS	51	140	20	67	91	52	53	143	17

**School approaches to Target Learner identification and Achievement Acceleration:**

- Target Learners are identified collaboratively via:
  - Previous year's anecdotal and achievement information;

- Standardised and reliable testing data which has been analysed;
- Teacher voice.
- Each Class Teacher(s) develop a Target Learner report at the start of the year:
  - Target learner is identified and curriculum challenges described and detailed across reading/writing/maths and social.
  - A learning strategy is developed in respect of each learner – this may be a group approach if there are others in the class with the same challenges.
  - Target Learners and the response to them are identified in weekly teaching and learning plans along with reflection against progress.
  - Strategies are shared by teachers at team meetings and target learning conversations are embedded into the professional conversation of the school.
  - At the end of each term a target learner report is completed by the teacher that contains:
    - ❖ Progress of identified Learners;
    - ❖ Strategies implemented;
    - ❖ What worked/didn't work;
    - ❖ Strategies for the following term.
- The Principal/DP will maintain a whole-school Target Learner database that evidences and reviews the school-wide response to Target Learners.
- This target learner report will be shared with the Board of Trustees 4 times per year by Principal and Learning team leaders.