**GORE MAIN SCHOOL**

**Ardwick St**

**GORE**

**Phone/Fax:  (03) 2087 615**

**CHARTER**

**FEBRUARY 2019 – DECEMBER 2022**

**School Number:  3956**



**INTRODUCTION**

**GORE MAIN SCHOOL**

Gore Main, formerly “Gore Public School” was the first school established in Gore.  This was on 4 October 1878 and from 1886 until 1953 it was the only Public School on the west side of the river.  It holds a proud record in the field 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 a sloping, attractive, and has been well laid out. A feature on the site is the Weeping Elm tree, planted in 1929 by the ex-pupils in memory of those who died on active service during World War I.  In 1995, following considerable fundraising activity, a school hall was erected on site.

The community served by the school can best be described as diverse in its nature.  All types of family groupings are evident, along with a wide range of occupational groups.  Gore is very reliant upon a strong rural economy fostering growth within the town itself.

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.  Many of the rural parents take active roles in the functioning of the school, and the organisations associated with it.

The school has access to a variety of cultural and sporting facilities, including the multisports centre, hockey turf, tennis, cricket, dance, library and museum.  Gore has a very fine selection of art housed at the Eastern Southland Art Gallery as well as the John Money collection which has recently been gifted to the town.

Gore Main School is part of the Eastern Southland Kāhui Ako/Community of Learning whose aim is to  build a community, not just of schools but the wider community too, focused on success for all in Eastern Southland.

The school is the base for a Resource Teacher of Literacy position established in 2001.

**MISSION STATEMENT**

**‘Reach for the Stars’**

**Whãtoro mō nga Whetu**

**VALUES WE SHARE**

**Respect - Perseverance - Kindness - Integrity - Excellence**

We at Gore Main School believe that every decision relating to curriculum, and every interaction that takes place in a school, reflects the values of the individuals involved, and the collective values of the institution. Values are explored, encouraged, modelled and regularly reviewed by everyone in the Gore Main School Community.

**ENVIRO STARS**

SUSTAINABILITY

TAONGA

ACTIVELY ENGAGED LEARNERS

RESPECT

STONG DIVERSITY

At Gore Main, our Envrio stars are at work in all learning activities, both within and outside the classroom. Gore Main Enviro Stars underpin all that happens within our school.

**CULTURAL DIVERSITY**

Gore Main School is very aware of the needs of New Zealand’s multicultural community and ensures that all children, of any culture, are given the respect and attention they deserve.  Pupil’s cultural and learning needs are embraced, so as to ensure, that all children achieve their potential.

Te reo and tikanga Maori is immersed in our programming and culture within our school.

At present Gore Main School has 13% Maori students.

We believe through forming respectful relationships and cultural connections that value cultural capital, we are in a better place to meet the needs of the tamariki within our school.

We have a SENCO that oversees the education of our special needs children.  We are inclusive in all our activities and welcome pupils with special needs.  All special needs children have IEP’s and termly meetings with key personnel to discuss the goals set and the progress made towards them.  IEP’s are updated each term.

**STRATEGIC PLANNING**

**OUR GOALS**

In order to achieve our vision and reflect our beliefs, we will work towards meeting the following goals -

**1. Achieve excellence in foundational skills and accelerate success across the school.**

**2. Explore and develop our Innovative Learning Practices.**

**List of Supporting Documents at Gore Main School**

* Gore Main Procedures
* The New Zealand Curriculum
* Ka Hikitia
* Green Gold Kaupapa

This charter was developed in consultation with the community through staff meetings, parent meetings, student surveys and Board of Trustees review.

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| **Strategic Planning**  **In order to achieve our vision and reflect our values, we will work towards meeting the following goals –**  1. Achieve excellence in foundational skills and accelerate success across the school.   2. Explore and develop our Innovative Learning Practices | | | |
|  | **2019 Priorities** | **2020 Priorities** | **2021 Priorities** |
| **Professional Development Focus Area** | Innovative Learning Pedagogy  Collaboration  Oral Language  Understanding Maori Achievement  Reading  Effective Use of Data  Inquiry classrooms  Ratios and Proportional Thinking (Maths) | Continue Innovative Learning P.D.  Utilising Effective Data  Science  Accelerate Maori student achievement | Writing  Accelerate Maori student achievement |
| **Target Areas** | Reading | Science | Writing |
| **Special Needs** | Breakout space for children with diverse learning styles  Extending students in science and technology  Extending students in reading.  Sports Activator.  Talent Quest  Eastern Southland GATE classes  Speech Competition  Social Science Fair | Sports Activator.  Talent Quest  Eastern Southland GATE classes  Speech Competition  Social Science Fair | Sports Activator.  Talent Quest  Eastern Southland GATE classes  Speech Competition  Social Science Fair |
| **Documentation – Policies and Procedures** | As per attached schedule | As per attached schedule | As per attached schedule |

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| **ANNUAL PLAN 2019** | | | |
| **INNOVATIVE LEARNING PRACTICES**  These priorities below reflect the following Strategic Goals:  1. Achieve excellence in foundational skills and accelerate success across the school.  2. Explore and develop our Innovative Learning Practices | | | |
| **STRATEGIC DIRECTIONS** | | | |
| **2019 Priorities**  Pedagogy  Communicating With Parents  Collaboration | **2020 Priorities**  Utilise new pedagogy  Continue Innovative Learning P.D.  Update Learning Spaces | | **2021 Priorities**  Utilise Update Learning Spaces           Students  to articulate the Innovative Learning  Environment (ILE) Educational Purpose. |
| **Planned Priorities** | **Who** | **How/Costs** | **Expected Outcomes** |
| **1.Pedagogy** |  |  |  |
| * Develop a shared understanding of  effective innovative learning pedagogy | Whole Staff | Whole Staff professional learning and discussions. | All teachers and students will be able articulate  the school’s beliefs about  how innovative learning practises can be used to raise students achievement.  Evidence of changed practise will be visible in the classrooms |
| * Room 6 will be developed into a breakout space to cater for children with diverse learning styles | Principal  Robyn Thompson  Teacher  Aides | SENCO move into Room 6  SENCO will develop programmes and environment that caters for students with diverse learning styles.  $1000 | Provide a safe environment for students with different learning needs .  Cater more effectively with children with diverse learning needs.  Ensuring  there are always two staff in Room 6 at any one time we are providing safe working environment for our employees.  The environment will be developed in order to value the students learning. |
| * Extending students learning in technology and science | Management | Management will investigate suitable programmes.  Employ a teacher 1 day a week.  Teacher will plan prepare and facilitate the day.  .2 from teaching salary  $2000 | Investigate and create a programme that  all children have access to where children work collaboratively on problem solving based activities. |
| * Research and explore new ways of teaching inquiry. | Kath Russell | Kath to led professional learning in inquiry. | Changes to teaching inquiry in all classrooms will be made based on evidence from our research and learning. |
| **2.Communication With Parents** |  |  |  |
| * Creating a long term plan for our communication with families | Management | Survey parents. Pre and post data | Long term plan created by end of February |
| * Sharing and understanding new learning with parents | Staff | Parent information nights. i.e maths night, ICT night  Sharing of curriculum learning in newsletter.  $500 | Parents are more informed and have a better understanding of the learning that is happening within our school. |
| * Improve children’s reports to  families | Principal | Explanation night for parents on how to read the report.  Discuss with other schools their reports.  Work with Edge.  Survey parents. | Parents will receive reports that clearly show progress and achievement. |
| * Enhance ICT communication with parents. | ICT Lead Teacher | Develop a procedure on the use of ICT as a reporting tool to parents.  Investigate the most effective use of ICT reporting considering teacher workload and parent expectation. | All classes will be using either Google Classrooms or See Saw as a means of communication with their parents. |
| **3.** **Collaboration** |  |  |  |
| * Communication Survey | Whole Staff | Develop in depth conversations on the vision for the school teaching and learning.  Use small group discussion more in meetings. Coming together to summarise and make decision.  Develop a safe environment that challenges teacher’s thinking.  Put out a long term planner at the start of every term. | Gore Main School will establish a safe environment where deep communication can be shared honestly among all staff.  All Staff will be well informed. |
| * Sharing Practice in a non threatening way | Whole Staff | Develop a safe environment that challenges teacher’s thinking. | Teacher’s will safely share practise in staff and team meetings. |
| * Implement new team format | Whole Staff | Team meetings will include teachers from junior, middle and senior areas of the school.  Meetings will have a focus area e.g writing  Teams and focus will change each term. | Meetings will inquire deeply into learning and achievement. |
| * Develop Room 10 into a meeting room | Management | Teacher’s ‘thinking’ from professional learning and discussions  will be displayed on wall.  $1000 | Teaching, learning and achievement will continue to be reviewed and developed throughout the year. |
| * Regularly review the annual plan | Management | Annual plan will be on display in Room 10. | Annual plan will be a living document within the school |
| * Investigate new ways of running teacher inquiry groups. | Staff | Review with staff TIG groups.  Investigate new formats e.g collaborative inquiry | Inquiry groups that meet the needs of all teachers will be running. |
| * Implement new induction procedure | Mangagement | The induction procedure written in 2019 will be followed for all new staff.  Principal, deputy principal and secretary will   complete the relevant parts. | New staff will be informed and feel valued. |

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| **EXCELLENCE IN FOUNDATIONAL LEARNING**  These priorities below reflect the following Strategic Goals:  1. Achieve excellence in foundational skills and accelerate success across the school.  2. Explore and develop our Innovative Learning Practices | | | |
| **STRATEGIC DIRECTION** | | | |
| **2019 Priorities**  Oral Language  Understanding Maori Achievement  Reading  Effective Use of Data  Ratios and Proportional Thinking | | **2020 Priorities**  Utilising Effective Data  Science  Accelerate Maori student achievement | **2021 Priorities**  Writing  Accelerate Maori student achievement |
| **Planned Priorities** | **Who** | **How and Cost** | **Expected Outcomes** |
| 1. **Literacy**  * All students on entry to school will have a speech assessment | Principal | Employ a speech therapist (Liz Roy) to assess all five year olds.  The speech therapist will advise and implements strategies for those children who have been identified with oral language programmes.  $ | All five year old students with oral language difficulties will be identified and strategies put into place |
| * Year 3 students identified with written language weakness will be assessed and programmes put in place. | Senco | Robyn Thompson will use the COPS assessment to assess Year 3 children who have been identified by their current or previous teacher.  $ 5000 | Year three students with written language difficulties will be identified and programmes put into place for them. |
| * Improve student’s learning in reading. | Literacy Leader  Principal  Raewyn Green  Staff | An application to be made for  Professional Learning in extending students’ learning in reading with a focus on the higher achieving students.  $1500 | Improvement in teachers’ capability and students’ understanding of their own learning leading to greater student achievement in reading. There will be an increase in those students achieving above the expected level. |
| **2. Understanding Maori Achievement**   * Define what Maori Achievement looks like at Gore Main school. | Staff | Survey all Maori parents and children.  Define what the Gore Main school community believes Maori achievement is at Gore Main School.  Implement effective assessment practices for Maori achievement | Gore Main School will have a shared understanding of Maori achievement. |
| * Develop Maori principles that push for excellence in Maori students. | Staff | Investigate Maori principles that best fit Gore Main School’s Maori students and their achievement . | All Maori students will be successful achievers at Gore Main School. |
| **3. Effective Use Of Data**   * Investigate the collection and use of effective data | Management | How are we currently collecting data?  What data do we need to collect? How are we going to use this data to  improve student achievement and informing parents? | Data collected can be used efficiently to improve student achievement and inform parents of student’s progress. |
| * Review the use of ‘Green Folders” | Management Team | Investigate the effectiveness of the school’s Green Folders.  What is their purpose? What needs to be kept in them? Is there a better way? Do we and how do we share this with parents? | School will keep a valid record of student’s individual data. |
| * Termly checks of planning - teaching - assessment cycle | Deputy Principal  Junior Team leader | Once a term Deputy Principal  and Junior Team Leader will check teachers planning and evidence of teaching and assessment.  A different curriculum area will be checked every term.  $ 1200 | Every teacher will be understand and use the planning - teaching - assessment cycle. |
| * Review and update school’s self review practices | Board Of Trustees  Staff | BOT will undertake Professional Development on Self Review | An effective self review process will be in place ensuring the best possible outcomes for all students. |
| **4. Mathematics**   * Improve understanding and teacher capability in Ratios and Proportional Thinking | Maths Curriculum Leader  Averil Lee | Averil Lee, University of Otago will lead 4 workshops and support teachers within their class setting.  $5530 | Improvement in teachers capability and understanding of content knowledge in the mathematics area of Ratios and Proportional Thinking leading to improved student achievement |
| **5. Charter**   * Develop a visual charter that reflects the vision and values of the school | BOT | A visual charter will be developed by the school community. | Community will have ownership and understanding of the Gore Main Schools visual charter. |

**Gore Main School Literacy Target 2019**

* 1. **Achieve excellence in foundational skills and accelerate success across the school**

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| **Target Area:**  **Literacy** | | | **Strategic Aim:** To accelerate success of all students across our school | | | | | | | **2019 TARGET:** The target group will accelerate more than one year’s expected progress and be achieving above their expected curriculum level by end of 2019. | | | | | | | | |
| **Why This Target**: Over the past four years, a trend of decreasing number of students achieving above their expected curriculum level in literacy has been identified. Since 2015 there has been a 13% drop in students achieving above in reading and a 6.8% drop in children achieving above in writing. Over this same period, there has been a 16% decrease in children achieving below in reading and15%decrease in children achieving below their expected level in writing. | | | | | | | | | | **Target group:** 30/100 Year 4 -6 have been selected for the target group. These students have been identified as capable students who are not achieving at their full potential. | | | | | | | | |
| **Actions** | | | | **Time-frame and Personnel** | | | | | | **Monitoring and Progress Indicators for teachers** | | | | | | | **Progress school** | |
| The Acting Principal and Leader of Literacy will complete a PDL Journal Proposal | | | | By end February  Acting Principal  Leader of Literacy | | | | | | * Application is accepted. | | | | | | |  | |
| Work with literacy facilitator to develop a delivery plan | | | | By end of Term One  Literacy Facilitator  Senior Team | | | | | | * Actions to improve learning in writing will be identified. | | | | | | |  | |
| Target children are selected. Children and parents are informed on why they were identified and how they can help. | | | | Senior Team  End of March | | | | | | * Children and families will be able to articulate their next learning. * Positive relationships with families will be created. | | | | | | |  | |
| Principal and Literacy leader will monitor child’s progress and actions taken for the target group. | | | | Principal and Leader of Literacy  Ongoing throughout the year | | | | | | * Meetings will be held with teachers once a month. * A report will be completed at the end of each term. | | | | | | |  | |
| Professional learning groups among the teachers will be created to share strategies and analyse data. | | | | All teachers. Groups organised by end of Term 1. | | | | | | * Teachers will be part of PLG. * Every teacher will have a time to share strategies and data. | | | | | | |  | |
| A shared understanding of valid assessment will be developed. | | | | End of Term 1. Moderation will be throughout the year. | | | | | | * Teachers will develop assessment together. * Writing will be regularly moderated in professional learning groups and across the school. | | | | | | |  | |
| Across the curriculum contexts will be used more widely to increase student achievement in literacy. | | | | Throughout the year. | | | | | | * Teachers to develop and follow cross curriculum unit plans | | | | | | |  | |
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| BASELINE DATA | | | | | | | | | | | | | | | | | | |
| **Student** | **Reading** | | | | | | | | **Writing** | | | | | | | | | |
|  | Overall | Surface | | | Deep | P & S | P& A | Ideas | Overall | | Ideas | Structure | Organisation | Vocabulary | Sentence Structure | Punctuation | | Spelling |
|  | 4B | 3A | | | 4P | 4P | 4P | 4P | 3P | | 4 | 4 | 4 | 4 | 4 | 3 | | 4 |
|  | 4P | 4A | | | 4B | 4A | 4B | 4B | 4B | | 4 | 4 | 5 | 5 | 4 | 5 | | 4 |
|  | 4P | 4B | | | 4P | 4B | 4B | 4P | 3P | | 4 | 4 | 5 | 4 | 4 | 3 | | 3 |
|  | 4A | 4A | | | 5B | 4A | 4A | 4A | 2A | | 4 | 4 | 5 | 3 | 3 | 3 | | 3 |
|  | 3A | 3P | | | 4B | 4B | 4P | 3A | 2P | | 3 | 2 | 2 | 3 | 3 | 4 | | 4 |
|  | 4P | 4P | | | 4B | 4A | 4P | 3A | 2P | | 3 | 3 | 3 | 3 | 3 | 3 | | 4 |
|  | 4B | 3P | | | 4P | 4B | 4B | 3A | 3B | | 4 | 4 | 5 | 4 | 3 | 4 | | 4 |
|  | 4P | 3A | | | 4A | 4P | 4A | 4P | 2B | | 3 | 3 | 3 | 2 | 3 | 3 | | 3 |
|  | 4A | 4P | | | 4A | 4A | 4B | 4A | 2B | | 3 | 2 | 3 | 3 | 2 | 3 | | 3 |
|  | 4P | 3A | | | 4P | 4B | 4A | 4P | 2P | | 4 | 3 | 4 | 4 | 3 | 4 | | 4 |
|  | 2P | 2A | | | 2P | 2A | - | 2P | 2P | | 4 | 3 | 3 | 3 | 3 | 3 | | 3 |
|  | 3A | 3P | | | 4B | 3P | 4A | 3A | 1P | | 2 | 2 | 2 | 2 | 2 | 2 | | 2 |
|  | 3P | 3B | | | 4P | 3B | 4A | 3A | 2B | | 2 | 3 | 3 | 2 | 3 | 3 | | 3 |
|  | 2A | 2A | | | 3B | 2P | 2A | 2P | 2P | | 3 | 3 | 3 | 3 | 4 | 3 | | 3 |
|  | 4B | 4P | | | 3A | 4A | 3A | 3A | 2P | | 4 | 3 | 4 | 3 | 3 | 4 | | 4 |
|  | 3A | 3P | | | 4P | 4B | 4P | 4P | 2B | | 3 | 2 | 3 | 3 | 2 | 3 | | 4 |
|  | 3P | 3P | | | 3A | 3A | 3P | 3P | 2P | | 3 | 2 | 3 | 3 | 3 | 3 | | 3 |
|  | 2P | 2P | | | 2A | 2B | 3B | 2A | 1B | | 2 | 1 | 2 | 2 | 1 | 1 | | 3 |
|  | 3A | 3P | | | 3A | 3A | 3A | 3P | 2P | | 3 | 3 | 3 | 3 | 3 | 4 | | 3 |
|  | 3B | 3B | | | 3B | 2A | 2P | 3B | 2P | | 3 | 3 | 4 | 3 | 3 | 3 | | 3 |
|  | 3A | 3P | | | 4B | 3A | 3A | 4B | 2P | | 3 | 3 | 3 | 3 | 3 | 3 | | 3 |
|  | 3P | 3A | | | 3B | 3P | 2A | 3B | 1A | | 3 | 2 | 2 | 2 | 2 | 2 | | 3 |
|  | 3P | 3B | | | 4B | 3B | 4B | 3A | 2P | | 4 | 3 | 3 | 3 | 3 | 3 | | 4 |
|  | 3A | 3B | | | 4P | 4B | 4P | 4B | 1A | | 2 | 2 | 3 | 2 | 3 | 3 | | 3 |
|  | 2P | 3B | | | - | 2P | - | 2P | 1P | | 2 | 2 | 2 | 2 | 2 | 3 | | 2 |
|  | 2B | 2B | | | 2P | 2B | - | 2P | 1P | | 3 | 2 | 2 | 2 | 1 | 2 | | 3 |
|  | 2P | 2P | | | - | 2P | - | 2P | 1B | | 1 | 1 | 1 | 2 | 2 | 2 | | 2 |
|  | 3B | 3B | | | 3B | 3B | 3B | 3B | 1A | | 3 | 2 | 3 | 3 | 2 | 2 | | 2 |
|  | 2P | 2A | | | - | 3B | - | 2P | 1P | | 2 | 2 | 2 | 2 | 2 | 3 | | 2 |

**EASTERN SOUTHLAND KAHUI AKO VISION AND ACHIEVEMENT AIM**

The Eastern Southland Community of Learning has come together for the purpose of raising the achievement and well being of all students across our schools. We have a genuine desire for Eastern Southland to be the best it can be for our ākonga.

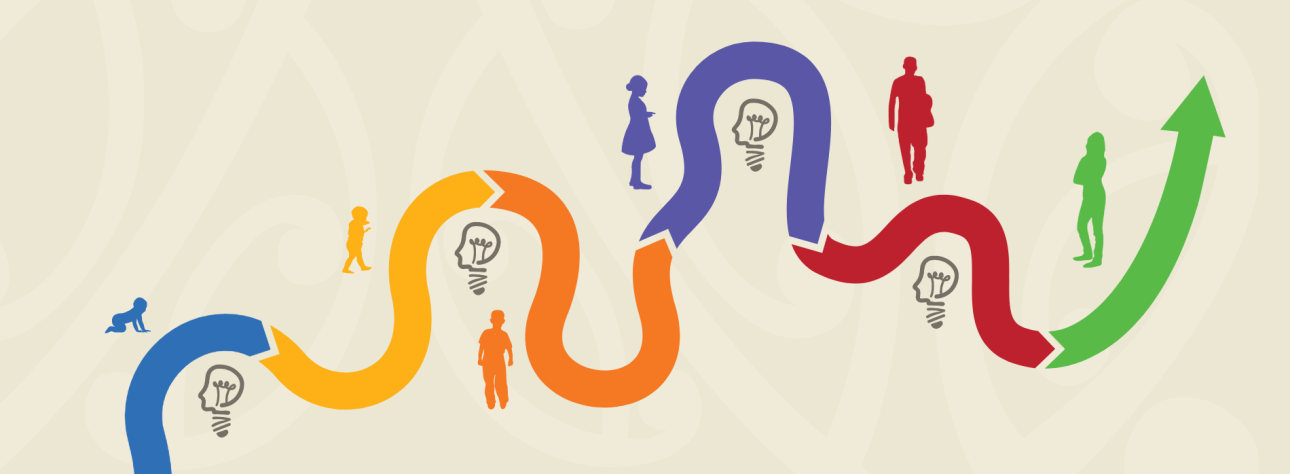
Our ākonga in Eastern Southland form the heart of our shared vision for our Community of Learning, and through the sharing of information between stakeholders, we acknowledge that we are in a stronger position to improve our practice for the betterment of all. We are an integral part of continuing the development of the Hokonui Highway.

Each stakeholder is clear on the direction the Community of Learning takes, and realises the importance of having an agreed set of working values, and having the courage to hold ourselves, and each other accountable.

We have a shared vision and build relational trust, collaboration and cohesion with all our stakeholders through transparent, honest and timely communications. Communication is essential to how we operate. Within this group all voices are of equal value, and all views are listened to. Building trust and professional relationships occur through transparency and a willingness to continue learning.

We have a shared understanding of what ‘powerful’ learning looks like so that we can measure progress as success. Resources, agencies and services, such as pastoral support and any other appropriate assistance, is accessible in a timely fashion, for all students to succeed. Students no longer wait until they are two years below to access their needs, instead, with timely assistance, appropriate programming and resourcing is accessible for those requiring it. Such information shared is respectfully received with a ‘no blame’ approach.

Whanau involvement is strengthened, and across school moderation and opportunities, including assessment processes are fostered. Our shared purpose is clear, manageable and relevant. We all work smarter, not harder, and all self-review, evaluation and moderation is done ‘with’ not ‘to’. Eastern Southland is a great place to live and our community/whanau are working together to ensure that every child and young person has opportunity to develop life-long learning strategies in a caring environment with high expectations.



**Factors influencing the formation of this target:**

Eastern Southland Kahui Ako students know success in their learning. Teachers are eager to learn more and there is a genuine desire for our education community to be successful for all akonga. Bringing together the 13 schools shares professional capacity across the schools and benefits the wider community. Our district is currently managing issues around increased crime rate particularly in the 12 – 15 age range, increased stand down rates and the associated stress this presents for families, teachers and leaders in school. This co-incides with a rise in the number of young people accessing mental health support.

A unique factor of the Eastern Southland Kahui Ako is the participation and ownership of the Hokonui Highway which is a ‘right service, right time’ model that supports all citizens from 0 – 24. Our Community of Learning is pivotal to the success of the wider community.

**Eastern Southland Kahui Ako has all the essential elements of community support, including effective teaching strategies, collective professional capacity and experienced capable leadership across the schools. When we work together we have greater success for our ākonga as they access the rich and broad curriculum to its full potential.**

**EASTERN SOUTHLAND KAHUI AKO STRATEGIC AIM 2019**

**Improving Student Achievement across the Eastern Southland Kahui Ako (COL NUMBER 99055)**

|  |  |  |  |  |  |  |
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| **Target Area:**  **Achievement Challenges as per Learning framework** | | **Strategic Aim:** To raisethe achievement and well being of all students across our schools.  Having courage to hold each other and our selves accountable. | | **2019 TARGET:** Develop a culture that is above the line and envelopes all our learners and so through collaboration we can raise achievement in Literacy so as to accelerate the rate of progress for students in Years 3, 5, 7 and 9 not accessing the curriculum at the appropriate level. | | |
| **Baseline Data:** Throughout 2018 Inquiry groups consisting of teachers, leadership team members, principals, community members and Board members across all 13 schools researched and developed actions around vision, communication, transitions and wellbeing. In November 2018 each group’s findings were shared, considered and then analysed. The group concluded that whilst pockets of good work happen in the community we still lack whole system and transformative change. Focusing on why we are working together and how we will work together will create a no-blame approach that is learner focused and strength based. This will have a positive affect on wellbeing of teachers and learners and consequently have a positive affect on the learner | | | | **Target group:** all schools across the Kāhui Ako are implicated in this target – each school will be aware of their commitment to the Community, and the commitment levels of each of their staff members.  **Target:** to develop a Kāhui Ako wide mind-set of “above the line” behaviour in order to provide a genuine collaborative approach for all our learners in order for us to *reduce the number of ākonga working below the expected curriculum level in reading by 15%: from 126 students in Y3, 5, 7 and 9 to 107*  *To reduce the number of ākonga working below the expected curriculum level in writing by 15%: from 176 students in Y3, 5, 7 and 9 to 150* | | |
| **Actions** | **Resources and PLD** | | **Time-frame and**  **Personnel** | **Monitoring and Progress Indicators for teachers at every school** | | **Progress at our school** |
| CULTURE GOAL Develop ‘above the line’ mindset across the schools: | Support- Change Manager  Previous Communications Inquiry group leading this work  Concurrently Annie, Wendy, Kate and ASTs to visit GHS promoting AST role | | By end February  Communication group | * Each school will be introduced to the magic line – neutral facilitator/you tube resources (Ken Robinson – and our living eco-system) * Each school produces their brainstorm and 10/4 – top 3 “no blame culture” attributes. Share back to all schools | |  |
| Prepare and deliver KA wide staff only day | Annie, John, Linda, Wendy, Lisa P, Lisa M and ASTs  Support from Change Manager and UNCIEF Educational advisor | | Term 1 2019 immediately after TO day.  All school leaders responsible along with ASTs  Individual responsibility for each staff member | * Steering group will meet regularly to ensure the smooth running of the day * Embrace the opportunity to bring all staff on board * Follow up meeting for all principals, ASTs, WSTs after the TOD to review and determine next steps   Action next steps within an agreed timeframe, using the “evolution of an action” process | |  |
| Introduce the AWE survey or similar that is appropriate to our community: | AWE survey trial/implementation | | Wellbeing Inquiry Group Start of Term 2  Complete by end of Term 2  Timeline determined by data | * Each school will be introduced to the AWE survey, benefits, and timeline for action * Each school will engage with next steps after data is received   School well-being champion, OSTs and WSATs will work together with principal involvement | |  |
| ACHIEVEMENT GOAL – learning framework – based on data collected at end of academic year 2018 continue with this target focus | PLD on culture will build the collegiality required for open and honest data conversations | | Term 1 share AoV in time for reporting, and share Kāhui Ako achievement goal – Annie with Principal support | * Schools have a shared understanding of ‘accelerated learning’ and what it looks like at different levels * Schools review the tools they use to measure progress, record progress and share progress | |  |
| Identify ākonga that require further support community wide, and use this information as a baseline for progress  Reproduce the Spiral Of Inquiry completed in 2017 and build on learning | Each school uses own achievement information to identify students  Management meeting time | | Term 1  Annie supported by principals and/or assessment leaders to create shared document for recording progress | * School leadership teams use own information to identify students requiring intervention * Regular reporting in is completed on shared paperwork or on compatible existing programme | |  |
| Share our experiences in relation to successful interventions in 2018  Decide as a leadership team if, and what external PLD would be required | Schools to work together sharing resources interventions | | Return to vision – expectations on all to share what works for their ākonga at all levels of the Community:  Principals  Teachers  Students | * Schools partner up to share information, resources and successful interventions * Across School Teachers support networking for schools, identifying similar needs and successful interventions | |  |
| Use precise interventions appropriate to each school to make a difference for their ākonga  Include options like:  Y3 screening programme (COPS, LASS)  Student Voice Survey  Barriers to Potential trial across more schools | Time to share precise interventions  Purchasing costs of screening tests  Time for teachers to administer screening test (either in own school, or invite a teacher from another school to administer) | | Across School Teachers  SENCOs who have already been involved in networking across schools | * Interventions are practiced across the schools, and stretched up into Y9 if necessary * SENCOs and WST work with ASTs to provide the best interventions for the most at risk students * Interventions for ākonga that are ‘coasting’ are also identified in time for 2020 | |  |
| Identify the capabilities that already exist in our community and access these resources to support learning, including the RTLB, RTLIt, Special Ed, Runanaga supports, health professionals and justice as appropriate | Time – to attend meetings and to build trust  Financial support to schools that require it (release of smaller school staff) | | Reps from Primary Schools are in Positive Start meetings  Hokonui Highway meetings and initiatives involve more educators | * Using resources and expertise that are already in existence across the schools teachers in any year group will be able to access support in a timely fashion * Positive Start is extended to other primaries * The education ‘voice’ increases throughout the community by a greater involvement of principal’s and appropriate staff at meetings | |  |
| Research new practices, and share good current practice across the schools. Employ the external PLD provider as necessary  Link precision teaching strategies to Learning Progression Framework, or school’s own progressions | Using information of what has already worked | | SENCO group – termly meetings  Principals in management meetings  External provider | * Expertise and new learning is shared at Principal level and teacher level * SENCOs have a good support network enabling them to access knowledge and successful practices from one another as well as externally   Progressions are shared across the schools in order to match expectations and support students and families | |  |
| **Actual Outcomes:** *What happened in 2018 (summary of AoV)*  **Reading:** By the end of 2018 the number of students reading below or well below the expected curriculum level reduced from 126 students to *97* (one school still to finalise data as of 29/1/19). **Writing** data is comparable but not as well tracked and whilst progress has been made it cannot be commented on at this point. | **Reasons for Variance:** | | | | **Further Development:** | |
| **Baseline Data** | | | | | | |
| **Student** | **Reading** | | | | **Writing** | |
|  | Level 12 | | | | 1B | |
|  | Level 17 | | | | 1B | |
|  | Level 16 | | | | 1B | |
|  | Level 18 | | | | 1B | |
|  | Level 16 | | | | 1P | |
|  | Level 19 | | | | 1P | |