Gore Main School

Charter 2020-2022

Gore Main School

Our Vision

Reach for the Stars - Whātoro mō nga whetu

Children at Gore Main School will be given every opportunity to reach their potential. Children will be challenged and supported through all areas of the curriculum. Children will be empowered to be confident, connected and actively involved lifelong learners.

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
Charter and Strategic Plan
2020 - 2022

Principal: Glenn Puna, BOT Chairperson: Marion McFadzien, MOE Number: 03956

School Description and Introduction
Gore Main School is a U4, Decile 7 school located in Gore. 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 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 on 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 family 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. 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 multi-sports centre, hockey turf, tennis, cricket, dance, library and museum. 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.

Our Board of Trustees - Statement of Intent
High quality governance that creates the big picture and long term vision that aims to improve student achievement
High quality governance working through the principal and staff
High quality governance making decisions based on results, reviews and information from consultations with our staff, students and community

Cultural Diversity

Goal

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

Our Belief
- The 12.1% of students on our school roll identified as Maori will achieve as well as non-Maori
- The 1.7% of students on our school roll identified as Pasifika will achieve as well as non-Pasifika
- That our Maori students will achieve educational success as Maori with strong links to identity, language and culture
- A strong whanau/school relationship is formed
- The school, classroom teachers and parents have high expectations
- The school ensures that Maori and Pasifika language, culture and identity is valued
- The strengths and success of Maori and Pasifika students are celebrated

Strategies
- A partnership is developed between Maori 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.
- Maori language and culture is incorporated into daily classroom activities on an informal basis as well as being included into classroom planning.
- We will ensure that all reasonable steps are taken to provide instruction in Tikanga Maori (Maori culture) and Te Reo Maori (the language). This may be achieved in a variety of ways, in consultation with families through using school based expertise/resources, online resources, correspondence programme or using the Resource Teacher for Maori Services.
- Teachers will adopt the cultural competencies within Tataiako and Tapasa.
- Use Ka Hikitia - Accelerating Success resource as a guide when planning for the future success of our Maori students.

Where We Want To Be:
- Maori and Pasifika students will be achieving at the same level as non Maori students at Gore Main School.
- Our children have a strong connection to their culture and language.

Future Strategies
- Treasure a collaborative relationship with whanau/community.
- Increase the collective understanding of Culturally Responsive Practice
- Make greater use of cooperative learning strategies with local iwi.
- Consult and report to the Maori community on a regular basis.

Raising Achievement for Students with Special Education Needs

Goal
To improve educational outcomes for students with special education needs.

Our Belief
Achievement for students with special education needs will be enhanced when:
- A strong parent/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 Outside Agencies to help support the students and families of special education needs
- Teachers will develop IEP's with students, family whanau, teacher aides and other supporting agencies
- Apply for, and promote, appropriate resourcing programmes
- A strong partnership is developed between the school and families of students with special education needs to establish a collaborative approach to raising student achievement.

Future Strategies
- Treasure a collaborative relationship with families of students with special education needs
- Make greater use of cooperative learning strategies
- Consult and report to the families of students with special education needs on a regular basis

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 Charter
- School Policies and Procedures
- NZ Curriculum and Gore Main School Curriculum Plan
- Ka Hikitia – Accelerating Success
- Tataiako/Tapasa – Cultural Competencies
- 2020 Budget
- 3 Year Board Work Plan
- 10 Year Property Plan

Current Data for Gore Main School

GMS Data from Mid Year to End of Year	2019 Mid Year			2019 End of Year		
	Reading	Writing	Maths	Reading	Writing	Maths
School	77%	77%	80%	79%	75%	85%
Boys	75%	71%	75%	72%	65%	85%
Girls	83%	89%	88%	87%	90%	85%
Maori	67%	62%	62%	60%	77%	81%
Pasifika	100%	100%	100%	100%	100%	100%
Children identified as working 'At' or 'Above' their chronological age for Reading, Writing and Mathematics. Data represents children who have been at GSM for one year or more.						

Gore Main School Strategic Goals

STRATEGIC GOAL 1: *Students 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.*

Strategic Plan 2020-2022

As a result of community consultation, the analysis of school wide achievement data and information, the analysis of variance and the self-review process the board had identified the following priorities and targets for the year in accordance with our 3 year strategy. The following 2020 goals are to assist achievement by providing an environment and programmes that motivate and support the learner to succeed in their education.

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

2020 OUTCOMES	WHAT ARE WE GOING TO DO?	2021 OUTCOMES	2022 OUTCOMES
1.1 Literacy achievement strategies are developed and implemented	- Reading PLD with focus on our At Risk Children - GMS Reading LLP's reviewed, designed and implemented - Collaborate around action plans within the ARR system - Reading intervention training for teachers aides (Quick 60) - RT:Lit Critical Buddy Observations - Cross Curriculum Writing Approach (Year 4-6) - Review our writing moderation system - Create schoolwide writing exemplars - Barbara Brand Early Literacy PLD - Schoolwide language for the writing process (e.g. Editing)	1.1 Literacy achievement strategies are embedded and measured throughout the school	1.1 Literacy achievement strategies are reviewed
1.2 Understanding of the Digital Curriculum is further developed and implemented across the school	- Revisit Digital Passport Modules - Purchase and introduce robotics programme to GMS - Develop a GMS Digital Curriculum	1.3 The 'Digital Curriculum' is further developed and enhanced throughout the school	1.3 The Digital Curriculum is embedded across the school and monitored
1.3 Kahui Ako Transition procedures and plans are reviewed, renewed and implemented	- Review and strengthen GMS Transition for our NE children and also our Year 6 children to Year 7 - Collaborate with ECE and Intermediate Schools to better understand what makes for a successful transition	1.4 Transition procedures are embedded and measured throughout the school	1.4 Transitions procedures are reviewed and stakeholders consulted
1.4 The teaching capacity is increased within the Science Curriculum and new knowledge introduced across the school	- Increase assessment capacity within the Science Curriculum - Science PLD around assessments	1.5 Science is further developed and enhanced throughout the school	1.5 Science is embedded across the school and monitored
1.5 Inquiring classroom concepts are explored	- Mid Year PLD course attended by senior management - Look into deepening our collective understanding about Inquiring Classrooms	1.6 Inquiring classrooms are implemented	1.6 Inquiring classroom are embedded across the school and monitored
1.6 Play Based Learning is resourced to develop consistency across the Junior School	- Further implement and strengthen Play Based Learning programmes - PLD opportunities provided including observations - Increase resources with the school - Look at using PBL as a programme for Little Stars	1.7 Play Based Learning is further developed and enhanced	1.7 Play based Learning is embedded and reviewed

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.*

2020 OUTCOMES	WHAT ARE WE GOING TO DO?	2021 OUTCOMES	2022 OUTCOMES
2.1 Learner Agency and reporting is explored further and developed across the school	- Review reporting system at GMS and whanau interactions - Explore Learner Agency pedagogy - Interviews used to establish goals for tamariki	2.1 Learner Agency is implemented and encouraged across the school	2.1 Learner Agency is embedded as a natural part of the school
2.2 Cultural Responsiveness is explored further and developed across the school community	- Stakeholders participate in Cultural Responsiveness PLD - Maori culture and language more visible with our school as a response to new learning and understanding - Deepen understanding about Tataiako and Tapasa documents - Introduce more cultural art pieces/resources to the environment	2.2 Cultural Responsiveness is implemented and encouraged across the school community	2.2 Cultural Responsiveness is embedded as a natural part of the school
2.3 Safe and Inclusive Environments are reviewed to develop a shared understanding	- Strengthen our school wide understanding of the GMS Values - Review the current value ticket system - Review the Health/PE Curriculum	2.4 Safe Environments practices are monitored	2.4 Safe Environments practices are reviewed
2.4 Gold Enviro-School practices are reviewed, renewed and sustained	- Review current systems and align with Enviro-School philosophy - Work with lead teacher to increase the school wide participation - Review school systems and align with Enviro-School philosophy	2.6 Gold Enviro-School practices are sustained and measured	2.6 Gold Enviro-School practices are reviewed
2.5 Community, School and Home engagement strengthened	- Hold a 'Meet the Teacher' evening - Conduct goal setting interviews - Hold a Maori Whanau meeting - Introduce reading diaries - Hold a reading at home meeting for parents to attend	2.7 Community, School and Home engagement monitored stakeholders consulted	2.7 Community, School and Home engagement reviewed
2.6 Property and School facilities maintained and updated	- A property work plan is created for 2020 - Property Inspection system reviewed - Upgrade the School Hall - New carpet in Room 8-9	2.8 Property and School facilities maintained and updated as per property plan	2.8 Property and School facilities maintained and updated as per property plan

GMS Target Plan for 2020

Achievement Aim : To increase the number of students achieving at their chronological age in Reading

Baseline Data

- Data showed that 79% of students who have been at GMS for more than one year are reading 'At' or 'Above' their chronological age.
- Data showed that 81% of Year 4-6 children are reading 'At' or 'Above" their chronological age.

Target

- That children in 4-6 will continue to progress through Levels 1-4 and that we increase the number of students achieving 'At' or 'Above' their chronological age in Reading by 5% (14 Children are in the reading target group for 2020).

What are we going to do?

- At the beginning of the year achievement information will be collated from 2019 end of year data, current running record data and children will also complete a PAT Reading Comprehension assessment. Actions plans will be put in place for each child following the school ARR System. This will be monitored and progress will be shared with staff and senior management. Schoolwide actions will be put in place throughout the year and direction from the PLD Facilitator will be followed. Senior management will monitor the progress of the target group and complete summary assessments at the end of Term 3 2020.

Actions to achieve targets	Led by	Budget	Timeframe	Outcomes / progress and Achievement
At Risk System - Achievement data will be collated and reviewed every 6 weeks using Google Docs and will include planned actions for raising achievement for those achieving Well Below/Below (as well as catering for those Above) on class action plan.	Senior Management	Nil	Whole School Year	Individualised actions plans for each child on the ARR
Unpack the Literacy Learning Progressions and create a Gore Main School LLP document.	Senior Management	Nil	Whole School Year	To increase staff capacity about assessment
Follow PLD Delivery Plan	PLD Facilitator	Nil	Whole School Year	To see a rise in student achievement
Create schoolwide language around reading strategies	Teachers	Nil	Whole School Year	Alignment throughout the school
Introduce Reading Diaries for all children to lift home and school connection	Teachers	BOT/PTA Funded	Term 1 2020	An increase in home and school connection
Participate in Professional Development related to Reading and working with At Risk Children.	Teachers	$6000	Whole School Year	To see a rise in student achievement
Set up reading intervention programmes from Year 1-3 and Year 4-6	Principal/RtLit	$1000	Whole School Year	To develop effective school systems
Provide Teacher Aide training around reading (Quick 60, 7Plus, 5Plus)	Principal/RtLit	$1000	Whole School Year	To increase staff capacity around reading
Whanau meeting about at home strategies for reading	Teachers	Nil	Term 2	An increase in home and school connection

Goal Setting Interviews in Term 1 and 3 to track progress of individual goals	Teachers	Nil	Whole School Year	To ensure that everyone clearly understands the goal for the student

2020 Target Group									
		February 2020				November 2020			
Name	Year	Current Reading Level	Target Reading Level (By the end of 2020)	PAT Score (Beginning)	Stanine	Current Reading Level	PAT Score (Beginning)	Stanine	Variance
1.	6	8-9	11 years	22	5				
2.	6	8.5-9.5	11 years	17	4				
3.	6	8-9	11 years	25	6				
4.	6	8-9	11 years	17	4				
5.	6	8.5-9.5	11 years	6	2				
6.	5	8-9	10 years	9	3				
7.	5	8-9	10 years	23	6				
8.	5	Level 20	10 years	11	3				
9.	5	8-9	10 years	10	3				
10.	5	Level 16	10 years	11	3				
11.	4	Level 19	Level 25-26	21	5				
12.	4	Level 17	Level 25-26	7	3				
13.	4	Level 19	Level 25-26	21	5				
14.	4	Level 20	Level 25-26	6	2				
Highlighted students are identified as Maori.									

To ensure that these aims are achieved the Gore Main School Board of Trustees is committed to providing:

Student Achievement	Overall continuous improvement in student progress, achievement and engagement	NAGS 1 & 2
Strategic Planning and Self-Review	Setting strategic direction for the school	NAG 2
Personnel	A positive, supportive environment for staff, through quality recruitment, performance management and continual development.	NAG 3
Property	A vibrant, versatile and modern learning environment.	NAG 4
Finance	Budget to fund the school's curriculum, personnel, property and administrative activities.	NAG 4
Health and Safety	A safe and healthy physical and emotional learning environment.	NAG 5
Community Partnership	Opportunity for communication, consultation and engagement with the wider community.	NAG 2

EASTERN SOUTHLAND KAHUI AKO STRATEGIC AIM 2020 **Improving Student Achievement across the Eastern Southland Kahui Ako (COL NUMBER 99055)**		
Target Area: 　**Achievement Challenges as per Learning framework**	**Strategic Aim:** To raise the achievement and well being of all students across our schools. Having courage to hold each other and ourselves accountable.	**2020 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. At Gore Main School it is 8 children at Year 3 and 10 children at Year 5
Baseline Data from 2019 Year 3 – student total 159 Āko working at or above the expected curriculum level 133 Year 5 student total 199. Āko working at or above the expected curriculum level 148 Year 7 student total 186 Āko working at or above the expected curriculum level 158 Year 9 student total 161 Āko working at or above the expected curriculum level 109		**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 mindset of "above the line" behaviour in order to provide a genuine collaborative approach for all our learners in order for us to *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*

			This goal remains as is because it was set as a three year target to collect longitudinal data. In 2020 the target will relate to the same students as in 2018. In creating this document it is noted that our numbers differ to the Ministry roll numbers on Education Counts especially in Year 7.	
Actions	**Resources and PLD**	**Time-frame and Personnel**	**Monitoring and Progress Indicators for teachers at every school**	**Progress at our school**
CULTURE GOAL Create opportunities for all teachers, support staff, leaders and Board members to meet face to face.	Leader, ASTs WSTs, LSCs Teachers with identified strengths within the community Learning support providers Mental health team Community support	Ongoing in each interaction across and within schools.	● Meetings are shared on facebook, emailed out and promoted by Senior Leadership Teams in school	
Prepare and deliver KA wide termly huis Revisit values and vision, all voices heard and re-confirm buy-in	Lead and ASTs	Termly for 2020 Experts across the community	● Dates are set at the end of 2019 to ensure all schools have enough time to promote meetings	
Explore leadership and collaboration training and development for the principal group.	Lead principal and management group PLD Journal	Term 1, complete before March 6th, or term 3 once new leader(s) in place	● Each principal receives opportunity to work with a leadership coach ● Support is available for Lead, ASTs and WSTs as well as Senior Leadership Teams in larger schools ● Good practice is shared across the schools	
ACHIEVEMENT GOAL – learning framework – based on data collected at end of academic year 2019 continue with this target focus	Teachers with identified strengths within the community Learning support providers	Term 1 share AoV in time for reporting, and share Kāhui Ako achievement goal – lead 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. Create Te Rito for Eastern Southland Kāhui Ako	Learning support coordinators with support from schools, SENCos and RTLB service.	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 is completed on shared paperwork or on compatible existing programme	
Using shared experiences of 2019 leadership team to identify best practice or PLD 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:	● Schools partner up to share information, resources and successful interventions ● Across School Teachers support networking for schools, identifying similar needs and successful interventions	

		Principals Teachers Students		
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 practised up into into Y9 ● 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 2021	
Use the capabilities identified as partners and access their 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 Huanui meetings and 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 primary schools ● The education 'voice' increases throughout the community by a greater involvement of principals and appropriate staff at meetings	
Link precision teaching strategies to Learning Progression Framework, or school's own progressions	PLD across the schools either through a support network or successful PLD journal	School experts and assessment coordinators in schools	● Progressions are shared across the schools in order to match expectations and support students and families ● Support progress in the primary school to increase student engagement into secondary school	
Actual Outcomes: *What happened in 2020*	**Reasons for Variance:**			**Further Development:**