



## **Gore Main School**

Charter 2021-2023

### **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 2021 - 2023

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 11.2% of students on our school roll identified as Maori will achieve as well as non-Maori
- The 1.6% 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.
- Whanau hui in at the beginning of Term 2
- 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 and our Kahui Hui Ako PLD Facilitator.
- 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, SENCO 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
- 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 2020
- Tataiako/Tapasa – Cultural Competencies
- 2021 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			2020 Mid Year			2020 End of Year		
	Reading	Writing	Maths	Reading	Writing	Maths	Reading	Writing	Maths	Reading	Writing	Maths
<b>School</b>	77%	77%	80%	79%	75%	85%	75.2%	52.7	80.7%	79%	55.5%	85.5%
<b>Boys</b>	75%	71%	75%	72%	65%	85%	67.7%	43%	81.7%	72%	48%	82.2%
<b>Girls</b>	83%	89%	88%	87%	90%	85%	83.1%	62.9%	79.7%	87.1%	64.5%	89.2%
<b>Maori</b>	67%	62%	62%	60%	77%	81%	43.4%	69.5%	47.8%	52%	43%	61%
<b>Pasifika</b>	100%	100%	100%	100%	100%	100%	33.3%	33.3%	33.3%	33.3%	33.3%	33.3%

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 2021-2023

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 2021 goals are to assist achievement by providing an environment and programmes that motivate and support the learner to succeed in their education.

<b>STRATEGIC GOAL 1: Students reach their highest possible level of achievement by being engaged in their learning through responsive and innovative teaching.</b>			
<b>2021 OUTCOMES</b>	<b>WHAT ARE WE GOING TO DO?</b>	<b>2022 OUTCOMES</b>	<b>2023 OUTCOMES</b>
<b>1.1 Literacy achievement strategies are developed and implemented</b>	<ul style="list-style-type: none"> <li>Continue with a reading focus on our At Risk Children</li> <li>GMS Reading LLP's reviewed</li> <li>Implement Writing LLP document</li> <li>Collaborate around action plans within the ARR system</li> <li>Reading intervention training for teachers aides (Quick 60)</li> <li>RTLit Critical Buddy Observations</li> <li>Implement a new spelling programme throughout the school</li> <li>Long term plan for writing</li> <li>Review our writing moderation system</li> <li>Continue to create schoolwide writing exemplars</li> <li>Schoolwide language for spelling rules and the writing process (e.g. Editing)</li> </ul>	1.1 Literacy achievement strategies are embedded and measured throughout the school	1.1 Literacy achievement strategies are reviewed
<b>1.2 Understanding of the Digital Curriculum is further developed and implemented across the school</b>	<ul style="list-style-type: none"> <li>Revisit Digital Passport Modules</li> <li>Develop a GMS Digital Curriculum</li> </ul>	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
<b>1.3 Kahui Ako Transition procedures and plans are reviewed, renewed and implemented</b>	<ul style="list-style-type: none"> <li>Work with Kahui Ako on the writing focus</li> <li>Review and strengthen GMS Transition for our NE children and also our Year 6 children to Year 7</li> <li>Collaborate with ECE and Intermediate Schools to better understand what makes for a successful transition</li> </ul>	1.4 Transition procedures are embedded and measured throughout the school	1.4 Transitions procedures are reviewed and stakeholders consulted
<b>1.4 The teaching capacity is increased within the Science Curriculum and new knowledge introduced across the school</b>	<ul style="list-style-type: none"> <li>Increase assessment capacity within the Science Curriculum</li> <li>Science PLD around assessments</li> </ul>	1.5 Science is further developed and enhanced throughout the school	1.5 Science is embedded across the school and monitored
<b>1.5 Inquiring classroom concepts are explored</b>	<ul style="list-style-type: none"> <li>Begin to introduce a new approach to Inquiry teaching and learning using Kath Murdoch pedagogy</li> <li>Implement new planning templates and school language and skills</li> <li>Look into deepening our collective understanding about Inquiring Classrooms</li> </ul>	1.6 Inquiring classrooms are implemented	1.6 Inquiring classroom are embedded across the school and monitored
<b>1.6 Play Based Learning is resourced to develop consistency across the Junior School</b>	<ul style="list-style-type: none"> <li>Further implement and strengthen Play Based Learning programmes</li> <li>PLD opportunities provided including observations</li> <li>Increase resources with the school</li> <li>Look at using Discovery Time Model as a programme for our Transition Programme</li> </ul>	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.***

2021 OUTCOMES	WHAT ARE WE GOING TO DO?	2022 OUTCOMES	2023 OUTCOMES
2.1 Learner Agency and reporting is explored further and developed across the school	<ul style="list-style-type: none"> <li>● Review reporting system at GMS and whanau interactions</li> <li>● Explore Learner Agency pedagogy</li> <li>● Interviews used to establish goals for tamariki</li> </ul>	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	<ul style="list-style-type: none"> <li>● Stakeholders participate in Cultural Responsiveness PLD</li> <li>● Maori culture and language more visible within our school as a response to new learning and understanding</li> <li>● Deepen understanding about Tataiako and Tapasa documents</li> <li>● Introduce more cultural art pieces/resources to the environment</li> </ul>	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	<ul style="list-style-type: none"> <li>● Strengthen our school wide understanding of the GMS Values</li> <li>● Begin aligning our Values, Enviro-Stars and Cultural Competencies</li> <li>● Review the Health/PE Curriculum in conjunction with Sport Southland.</li> </ul>	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	<ul style="list-style-type: none"> <li>● Review current systems and align with Enviro-School philosophy</li> <li>● Work with lead teacher to increase the school wide participation</li> <li>● Review school systems and align with Enviro-School philosophy</li> <li>● Re-introduce our Enviro-Stars</li> </ul>	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	<ul style="list-style-type: none"> <li>● Hold a 'Meet the Teacher' evening</li> <li>● Conduct goal setting interviews</li> <li>● Hold a Maori Whanau meeting</li> <li>● Hold a reading at home meeting for parents to attend</li> </ul>	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	<ul style="list-style-type: none"> <li>● Work from 2020 SIP's project is completed</li> <li>● Property Inspection system reviewed</li> <li>● Keep up to date with general repairs and maintenance</li> </ul>	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 2021

**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 76% 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% (???? Children are in the reading target group for 2021).

**What are we going to do?**

- At the beginning of the year achievement information will be collated from 2020 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 Literacy Leader will be followed. The Leadership Team will monitor the progress of the target group and complete summary assessments at the end of Term 3 2021.

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.	Leadership team	Nil	Whole School Year	Individualised actions plans for each child on the ARR
Monitor Gore Main School Reading LLP document.	Teachers	Nil	Whole School Year	To increase staff capacity about assessment
Create schoolwide language around reading strategies	Literacy Leader	Nil	Whole School Year	Alignment throughout the school
Continue Reading Diaries for all children to lift home and school connection	Teachers	BOT/PTA Funded	Term 1 2021	An increase in home and school connection
Participate in Professional Development related to Reading and working with At Risk Children.	Teachers	\$2000	Whole School Year	To see a rise in student achievement
Set up reading intervention programmes from Year 1-3 and Year 4-6	Principal/Literacy Leader	\$1000	Whole School Year	To develop effective school systems
Provide Teacher Aide training around reading (Quick 60, 7Plus, 5Plus)	Principal/RtLit	Nil	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

**2021 Target Group - Reading**

		February 2021				November 2021			
Name	Year	Current Reading Level	Target Reading Level (By the end of 2021)	PAT Score (Beginning)	Stanine	Current Reading Level	PAT Score (Beginning)	Stanine	Variance
	4	Purple	8.5-9.5 Years						
	4	Blue	8.5-9.5 Years						
	5	Level 18	9-10 Years						
	5	8-9 Years	9-10 Years						
	5	8-9 Years	9-10 Years						
	5	8-9 Years	9-10 Years						
	5	8.5-9.5 Years	9-10 Years						
	5	Level 23	9-10 Years						
	6	8-9 Years	10.5-11.5 Years						
	6	8-9 Years	10.5-11.5 Years						
	6	Level 20	10.5-11.5 Years						
	6	8.5-9.5 Years	10.5-11.5 Years						
	6	Level 20	10.5-11.5 Years						

Notes

Green = Maori Children

Pink = Pasifika Childre

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

### Baseline Data

- Data showed that 55.5% of students who have been at GMS for more than one year are writing 'At' or 'Above' their chronological age.
- Data showed that 32% of Year 4-6 children are writing '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 Writing by 5% (???? Children are in the reading target group for 2021).

### What are we going to do?

- At the beginning of the year achievement information will be collated from 2020 end of year data and current writing sample. 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 the Leadership Team. Schoolwide actions will be put in place throughout the year and direction from the Literacy Leader will be followed. The Leadership Team will monitor the progress of the target group and complete summary assessments at the end of Term 3 2021.

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.	Leadership team	Nil	Whole School Year	Individualised actions plans for each child on the ARR
Work with the Kahui Ako PLD Facilitator to identify issues in achievement from Level 2 to Level 3.	Leadership team/Literacy Lead	Nil	Whole School Year	Correct assessment within the school
Review the GMS Writing Benchmarks at Level 3 in the curriculum	Leadership team/Literacy Lead	Nil	Whole School Year	Correct assessment within the school
Writing LLP - Introduced to the school assessment system as a tool for formatively assessing children's progress	Teachers	Nil	Whole School Year	To increase staff capacity about assessment
Implement a Long Term Plan for writing in Years 3-6	Literacy Lead/Teachers	Nil	Whole School Year	To increase staff capacity around the teaching and assessment of different genre
Through internal evaluation look at effective teaching of writing in GMS	RtLit/Teachers	Nil	Whole School Year	Ensure effective teaching throughout the school
Implement the GMS Spelling Programme	Literacy Lead/Teachers	Nil	Whole School Year	Alignment throughout the school

2021 Target Group - Writing

		February 2021	April 2021	November 2021	
Name	Year	Current Writing Level	Current Writing Level	Current Writing Level	Variance
	4	2i			
	4	1iii-2i			
	5	2i			
	5	1iii			
	5	2ii			
	5	2i			
	5	2ii			
	5	1iii			
	5	1iii			
	5	2i			
	5	1iii			
	5	1iii			
	5	1iii			
	5	2i			
	5	1i			
	6	2i			
	6	2ii			
	6	2ii			

	6	2i			
	6	2ii			
	6	1ii			
	6	2iii			
	6	2ii			
	6	2iii			
	6	2ii			
	6	2i			

Notes

**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