



2017

The Best Today for the Best Tomorrow

GORDONTON SCHOOL CHARTER



"Gordonton School is a caring school that provides all students with skills and experiences to gain knowledge and achieve their personal best."

Board of Trustees
January 2017

Charter: Introduction:

National Priorities
All students are able to meet the requirements of the National Standards in Literacy and Numeracy



"The best today for the best tomorrow."

- School Priorities**
- ❑ Specifically assist those students who are not meeting the National Standards in Reading
 - ❑ Specifically assist those students who are not meeting the National Standards in Mathematics
 - ❑ Specifically assist those students who are not meeting the national standards in Reading and Writing

Mission Statement
"Gordonton School is a caring school that provides children with skills and experiences to gain knowledge and achieve their personal best."

- Values and Beliefs**
- Children Should:
- ❑ Be encouraged to take risks and accept that failure is a path to learning.
 - ❑ Be life long and responsible learners.
 - ❑ Feel valued as people and valued for their efforts.
 - ❑ Have self respect, respect for others and respect for property.
 - ❑ Learn through a variety of styles
 - ❑ Learn within a positive, safe, friendly and stimulating environment.
 - ❑ Have communicated expected boundaries backed with positive role models and reinforced with structure and discipline.

- Cultural Diversity and Maori Dimension**
- Children Should:
- ❑ Be accepting of other cultures and differences.
 - ❑ Value each others heritage, culture and people.
 - ❑ Reflect the nature of biculturalism in classroom activities.
 - ❑ All students to be taught in basic Te Reo during the year. A tutor employed for this to occur
 - ❑ Our Maori students to become the focus of Teaching as Inquiry for all teachers
 - ❑ To implement the Focus Areas of Ka Hikitia-Accelerating Success

Achievement Target: Gordonton School

Teaching and Learning Programme Development and/or focus

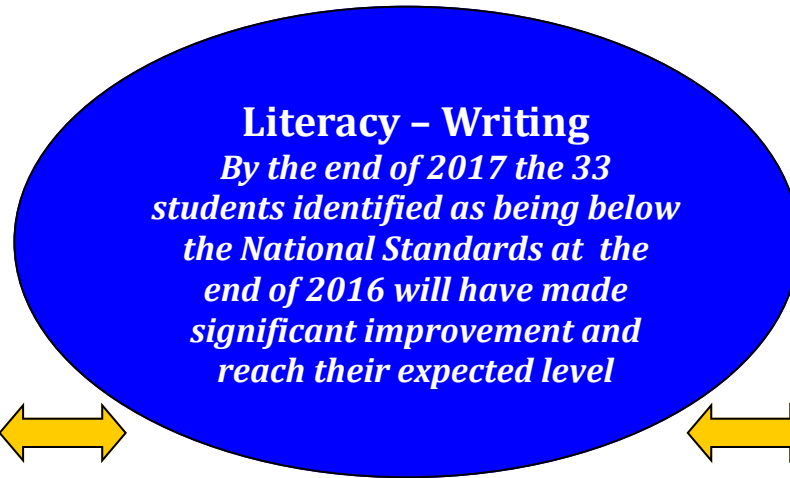
- ❑ Group and class teaching to focus on improving student's writing skills including deep and surface features.
- ❑ Use Literacy Exemplars to assess all students.
- ❑ Literacy to be a major daily focus in all class teaching.
- ❑ The data gathered is to be used to group children with similar needs for more effective teaching.
- ❑ Use a variety of literacy techniques to improve children's ability to identify and improve their written language.
- ❑ Cross grouping to better cater for student's literacy needs.

Baseline Data (Historical)

- ❑ To be taken in February and re taken in November.
- ❑ Children writing below the National Standards to be reassessed in July as well.

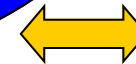
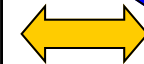
Resourcing

- ❑ Lead Teachers : Mary McNair
- ❑ Materials teacher professional learning
- ❑ Development as per budget.



Links to Strategic Planning

- ❑ Have all students working at or above their expected level in writing.
- ❑ Staff at our school meets the learning needs - academic, social, physical and emotional.



Ongoing Assessment

- ❑ Regular use of the Writing Exemplars to assess students

Review

- ❑ Annually as part of the full school self review programme.
- ❑ Goals set as part of appraisal process.

Staff and Personal Professional Development

- ❑ How data is gathered and assessed at our school.
- ❑ Revisit the writing process to ensure that as staff we are teaching up to date methods and our students are learning.
- ❑ Teachers to become familiar with the Learning Media Material on Writing.
- ❑ Using the Literacy Advisors to up-skill staff on ways to improve student's writing skills.
- ❑ Contact Literacy Advisors to provide professional development for all staff.
- ❑ Develop ideas from Jill Eggleton and also ideas gleaned from Chunk Check Cheer.

Reporting

- ❑ In Portfolios 4 times a year
- ❑ At interviews in February, May and October and Written Reports.
- ❑ Data to the Board twice a year.

Community Involvements

- ❑ Making parents aware of our target so they can assist their child.
- ❑ Where possible use parents to assist in the writing process

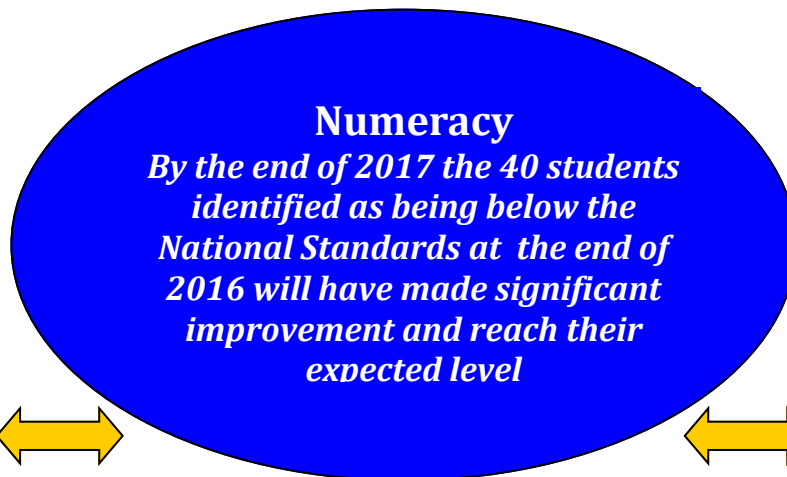
Agency Support

- ❑ Contact and use School Support Services as required.

Achievement Target: Gordonton School 2017

Teaching and Learning Programme Development and/or focus

- ❑ To have all staff focused on improving their teaching and student learning to raise the level of numeracy with those students who are currently below the National Standards
- ❑ Numeracy to take up 60% of the mathematics time throughout the year.
- ❑ Use the data from the diagnostic interview for grouping.
- ❑ Use the many techniques to increase children's "number awareness."
- ❑ Hold staff meetings and use syndicate time to improve teaching techniques.
- ❑ Develop a Numeracy Pedagogy Rubric



Staff and Personal Professional Learning

- ❑ Very early in the year identify those students who are not meeting the Standards and they become the attention of intense focused teaching and learning.
- ❑ Provide professional learning for those staff that require it to improve their teaching and student's learning.
- ❑ Become familiar with the "Diagnostic Interview/Gloss and administer to all children.
- ❑ Group class and teach according to needs and become familiar with the many new resources available.
- ❑ Work alongside parents who will be met in February and then at least each term to monitor and inform of progress.
- ❑ Investigate the appropriateness of the *Ministry Exemplars* for all other areas of mathematics—algebra, measurement, geometry and statistics.

Links to Strategic Planning

- ❑ Have all children working at or above their expected level in numeracy.
- ❑ Staff at our school meets the learning needs – academic, social, physical and emotional.

Baseline Data (Historical)

- ❑ Gloss and IKAN
- ❑ JAM for juniors
- ❑ PAT
- ❑ Pre and Post Unit Tests
- ❑ Anecdotal Assessment

Ongoing Assessment

- ❑ Use GLOSS, and PAT (Y4-8) on all children in February reassessed November

Review

- ❑ Fortnightly on progress of students in syndicate meetings and with senior staff.

Reporting

- ❑ In Portfolios 4 times a year
- ❑ At interviews in February, May and October and written reports.
- ❑ Data to the Board twice a year.

Resourcing

- ❑ Lead Teacher—Nicky Pearce
- ❑ Materials and Teacher Professional Learning
- ❑ Development as per the budget.

Community Involvements

- ❑ Making parents aware of our target so they can assist their child.
- ❑ Advising them of ways they can assist at home.

Agency Support

- ❑ School Support Services

Gordonton School 2017– Raising Student Achievement



Mission Statement
“Gordonton School is a caring school that provides all children with skills and experiences to gain knowledge and achieve their personal best.”

NATIONAL EDUCATION PRIORITIES

- Achievement for all.
- A safe learning environment.
- Improved Literacy and Numeracy.
- Dependable student achievement information used to review teaching and learning programmes.
- Improved learning outcomes for students at risk.
- Improved Maori educational outcomes.
- Focus on student achievement information in reporting.

GORDONTON EDUCATIONAL PRIORITIES FOR 2017

- Focus on Mathematics instigating school wide change
- Focus on those working below the National Standards in Reading and Writing

THE UNIQUE POSITION OF THE MAORI CULTURE

We celebrate our cultural diversity with Gordonton School by:

- A bi-yearly Marae visit and school wide Tikanga Maori and Reo study.
- Inclusion of “Maori” in all unit studies.
- Hui with the local iwi with the purpose of improving student achievement.
- Continuing Kapa Haka through Hukanui Marae contact.

NEW ZEALAND CULTURAL DIVERSITY

- A Specialist ESOL tutor.
- A signatory to the Code of Practice.
- Offer Spanish to the Year 4-8 classes.
- Offering Maori to all students
- Offer all cultural groups community liaison.
- Having our own *International Day*, a chance for cultural recognition.

GOALS

- Develop a school wide “quality learning environment, where children achieve to their potential and become life long learners.”
- Consistently achieving National Standards in Literacy and Numeracy through cultivating appropriate knowledge and learning strategies.
- Raising the standard of Information and Computer Technology skills of all students to national benchmark levels.
- Raise awareness understanding and support of our school through mutually beneficial partnerships.
- Create an environmentally friendly and well equipped school for quality learning and development.
- Manage funds to support the ongoing development of our school effectively.

THE RIGHTS AT OUR SCHOOL

- The right to feel safe. The responsibility to ensure others feel safe
- The right to learn. The responsibility to let others learn
- The right to be treated with respect. The responsibility to treat others with respect

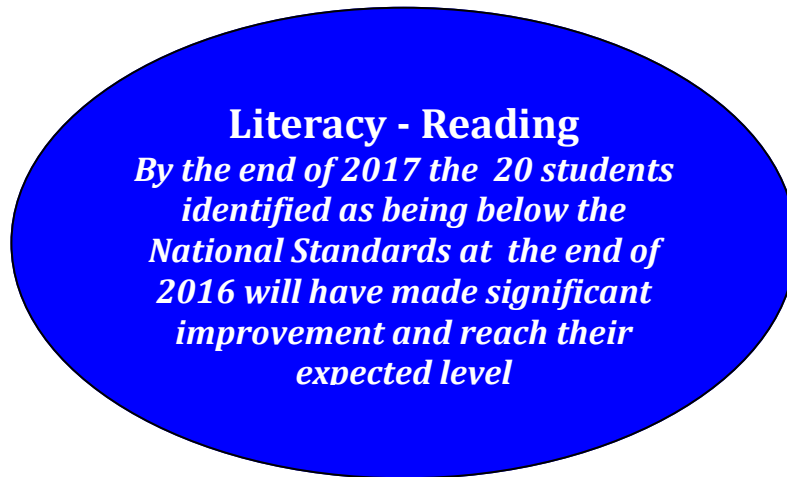
VALUES UNDERPINNING THE RIGHTS

- Honesty.
- Reliability.
- Respect for others, respect for the law.
- Tolerance (Rangimarie).
- Fairness.
- Caring, compassion (aroha).
- Recognising with rights there are responsibilities.

Achievement Target: Gordonton School 2017

Teaching and Learning Programme Development and/or focus

- ❑ Identify the students initially from previous data, running records and verify with STAR
- ❑ Establish a register of these students and monitor their progress throughout the year
- ❑ Use the teachers, teacher aides, to work as closely as possible with the students
- ❑ Involve parents with the process so they can assist the students outside of school.



Staff and Personal Professional Development

- ❑ Very early in the year identify those students who are not meeting the standards and these students become the attention of intense focused teaching and learning.
- ❑ Group class and teach according to needs and become familiar with the many new resources available.
- ❑ Work alongside parents who will be met in February and then at **least** each term to monitor and inform of progress.
- ❑ Revisit the reading rubric for the Teaching of Reading – staff to set goals improve their reading pedagogy.
- ❑ Share the latest reading research with staff.

Links to Strategic Planning

- ❑ Have all children reading to their potential, assist those who aren't and extend those who are.
- ❑ Staff at our school meets the learning needs – academic, social, physical and emotional.

Baseline Data (Historical)

- ❑ Ascertain the current ability of our pupils through using reading assessment data.
- ❑ Use this for the specific targeted groups.

Ongoing Assessment

- ❑ Re- assess regularly using running records during June and November.(If appropriate)

Review

- ❑ Why some students have are in this position and set steps in place to, where possible, ensure it doesn't happen again.

Reporting

- ❑ In Portfolios 4 times a year
- ❑ At interviews in February, May and October and written reports.
- ❑ Data to the Board twice a year.

Resourcing

- ❑ Lead Teacher: Mary McNair
- ❑ Materials and teacher professional development as per budget.

Community Involvements

- ❑ Contacting parents of students involved with the target so they can assist their child at home as well.

Agency Support

- ❑ School Support Services
- ❑ Resource Teacher for Literacy/Numeracy
- ❑ Resource Teacher Reading and Behaviour