

ANNUAL AIM 1: Supporting Māori and Pasifika students to achieve educational success; refer to Strategic Aim 2

OBJECTIVES	IMPLEMENTATION, RESPONSIBILITY, TIME FRAME & RESOURCE	OUTCOMES
<p>1. Whanaungatanga – to build and strengthen relationships (students, staff, parents, whānau; school-wide and across the community, in partnership, with high expectations.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> All members of staff at Gordonton School will strive to demonstrate integrity, sincerity and respect towards whānau beliefs, language and culture – Manaakitanga while seeking a partnership with all families with children attending the school in fostering and promoting the school’s values and beliefs. <input type="checkbox"/> Teaching staff will provide Māori and Pasifika parents and whānau, opportunities to talk with teachers regularly about their child’s learning, progress and achievement. <input type="checkbox"/> The Staff at Gordonton School will establish a partnership with Māori and Pasifika parents and whānau, aimed at empowering those at home with skills and confidence in helping their children learn to. (One to one, partnership, working with families.) <input type="checkbox"/> To continue to encourage more of our students especially our Maori and Pasifika students to become members of our Kapa Haka group. 	<ul style="list-style-type: none"> <input type="checkbox"/> Respect for culture <input type="checkbox"/> Māori voice invited, included in decision making and acted upon, where appropriate and possible <input type="checkbox"/> Respectful working relationships with Māori students, parents and whānau, and their wider community <input type="checkbox"/> Assimilating Māori values, Whanaungatanga (Relationships); Tangata Whenuatanga (Place-based, socio-cultural awareness and knowledge); Manaakitanga (integrity, trust, sincerity, equity); Wānanga (Communication, problem solving, innovation) & Ako (teaching and learning practice in the classroom and beyond).
<p>2. Māori and Pasifika learners, and their whānau, are engaged in school.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Where possible and available, Gordonton School will actively facilitate the participation of whānau and people with the knowledge of local context, tikanga, history, and language to support classroom teaching and learning programmes. <input type="checkbox"/> Maori and Pasifika families and whānau will be actively invited to assist with projects at school to include them in everything that happens at school. <input type="checkbox"/> Attendance at school will be monitored by the principal and assistance offered to promote this as being important for academic success. (MoE – 94% attendance in order to enable students to gain national benchmark levels. Reminder, once a term in Newsletter.) <input type="checkbox"/> Rewarding full attendance at the end of each term at assembly. 	<ul style="list-style-type: none"> <input type="checkbox"/> Students will attend school. <input type="checkbox"/> Students and family will feel that the school and the contexts within, belong to them. <input type="checkbox"/> Māori whanau join us in partnership of responsibility for teaching all our students.
<p>3. Foster Māori and Pasifika learner progress and achievement by providing teaching and learning programmes which incorporates The National Curriculum</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Provide Māori and Pasifika learners with contexts that are personally rewarding and affirming of their cultural heritage. <input type="checkbox"/> Invite and encourage whānau to join us at any time to share their 	<ul style="list-style-type: none"> <input type="checkbox"/> Experience and celebrate a variety of perspectives of our world, what we do and how we do it. <input type="checkbox"/> Parents will be informed and encouraged to take part.

<p>2007 and clear reporting against the National Standards.</p>	<p>knowledge and skills with their children and us – there is more than one way of knowing and achieving success.</p> <ul style="list-style-type: none"><input type="checkbox"/> Sincere and honest reporting against National Standards and building partnerships with parents to help their children learn. Empower the parents to take an active role in teaching their children.	
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ANNUAL AIM 2: Supporting inclusion for student with special education needs; refer to Strategic Aim 2		
OBJECTIVES	IMPLEMENTATION, RESPONSIBILITY, TIME FRAME & RESOURCE	OUTCOMES
<p>1. There is clear evidence that Gordonton is implementing programmes for individuals and groups of learners with special education needs.</p> <p>2. To implement a school-wide programme for monitoring progress during the year for learners with special education needs.</p> <p>3. To appropriately report progress for learners with special education needs in the school's Annual Report.</p> <p>4. The Board to provide a focus on provision of professional learning for itself, the school leadership team, and teachers regarding the inclusion of teaching and learning for learners with special education needs.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Children with special educational needs (achieving below, or well below the level expected for their age; students who are under achieving for the level expected for their ability; students who are achieving at a level above that expected for their age, and time at school), to be identified at the beginning of the year and their progress logged in our Support Register at term meetings. <input type="checkbox"/> Timetable to be created to track each child is being monitored regularly. <input type="checkbox"/> Student Support Register used at each meeting to monitor and record summary of progress made and further ideas for ways of supporting these students. Over a four-week period, Written Language, Reading and Maths will be covered for all students with a focus on each, for each of the four weeks. <input type="checkbox"/> Gathering data on a five weekly rotation for students with special educational needs; analysing the data for specific learning needs and teachers collectively deciding on next steps and focus forward. <input type="checkbox"/> This information can be shared at Leadership Meetings and at Board Level to indicate trends and progress towards accelerating the learning of these students <input type="checkbox"/> Professional learning to be made available for addressing the needs of the students and their specific needs as opportunities avail and where appropriate. Some professional learning can take place within the school, within local schools and provided by the Ministry and through e-learning. 	<ul style="list-style-type: none"> <input type="checkbox"/> Students with special educational needs will be monitored regularly, progress identified and new learning progressions identified and possible strategies shared between teaching staff <input type="checkbox"/> Regular Monitoring of students <input type="checkbox"/> Support Register updated on five weekly cycle <input type="checkbox"/> Unified effort that is consistent and focused on the learner and their needs <input type="checkbox"/> Management and Board informed of progress <input type="checkbox"/> Staff are supported in providing for the specific needs of the students

ANNUAL AIM 3: To implement an assessment programme using effective assessment tools to gather, collate, analyse and use student assessment information for improving teaching and learning, and for reporting purposes. Assessment information will inform planning, identify individual students for support or extension and set goals with students.

OBJECTIVES, IMPLEMENTATION, RESPONSIBILITY, TIME FRAME & RESOURCE

ASSESSMENT	TIME FRAME	REPORTING TO BOARD	PURPOSE	EXPECTATIONS
Writing	T1 Wk 1-2 T3 Wk 2-3 T4 Wk 2-4	Board Meeting after sample is collected, collated, graphed, analysed and teachers have formed recommendations.	To identify areas in written language that need improvement, and to inform next teaching steps/teaching and learning. To report to parents.	To be writing at expected level as measured against exemplars and National Standards. Teachers to monitor using writing progress chart.
Reading: Running Record/Probe	Below: 2 - per term At: 1 per term Above: 2 per year	Mid and End year board meeting.	To find out reading age, behaviour and comprehension levels. To identify target groups, and to inform next steps. To report to parents.	To have student at chronological age or above, according to National Standards.
P.A.T. / asTTle Mathematics, Reading, Writing	T1 Wk 5 T4 Wk 3-6	April December meeting	To identify strategies and knowledge in Mathematics, Reading and Writing. To report to parents.	To have students working at or above expected stage according to National Standards.
GloSS IKAN	T2 Wk 4-6 and when required.		To identify the stage the child is working at. To identify gaps to inform teaching and learning. To report to parents.	To have students working at or above expected stage according to National Standards.
Spelling: Spell/Write (Yr 0-2)	T1 Wk 8 T3 Wk 8	Board Meeting after test administered and data is collected, collated, graphed, analysed and teachers have formed recommendations.	To spell high frequency words.	Year 1: Lists 1 & 2; 90% accuracy Year 2: Lists 1, 2 & 3; 90% accuracy Year 3: Lists 1 to 4; 90% accuracy Year 4: Lists 1 to 5; 90% accuracy Year 5: Lists 1 to 6; 90% accuracy Year 6: Lists 1 to 7; 90% accuracy Year 7: Lists 1 to 8; 90% accuracy Year 8: Lists 1 to 8; 90% accuracy for all their writing
5 Year Entry	On entry; (within their first term)		To provide baseline data.	Conversation with parents concerning results.
6 Year Observational Survey	6th birthday; (on or after a year at school)	November 2015 to November 2016 reported at March 2016 meeting.	To provide information on achievement progress in reading, writing and understanding print. In relation to Nat. Standards.	Stanine 5 or above Conversation with parents concerning results.
Social Studies, Topics Science, Health	Pre-test Wk 1-2 Formative: <i>ongoing</i> Summative: 9-10	Meeting after topic concluded, assessment data collected, collated and analysed.	To explore, investigate, understand and explain scientific concepts.	To show progress in the understanding of the concept. Develop skills in using scientific language.

ANNUAL AIM 4: To ensure an annual programme of self-review, designed to maintain a focus on continuous improvement, with a particular focus on raising students' achievement and engagement, is implemented; refer to Strategic Aim 1 and 3

OBJECTIVES	IMPLEMENTATION & RESPONSIBILITY	TIME FRAME	RESOURCE	REPORTING
To produce young people, who will be confident, connected lifetime learners. That progress and achievement will result in young people making an active contribution to economic and social society To support Māori to achieve and contribute at the same levels as their counterparts of other cultures.	An annual cycle of self review of key dimensions will result in raised student achievement and engagement in learning based on the model below The process will cover the three components of review – strategic, regular and emergent. The procedure will follow; <ul style="list-style-type: none"> Evaluative prompts- questions to unpack the aspects Indicators - measureable outcomes or observed behaviours Evidence - sources of data upon which to base judgments 	February 2017 to December 2017	BoT Personnel School Personnel Community School documents School reviews Professional material	<ul style="list-style-type: none"> Meetings of BOT Combined meetings Committee meetings Annual Report Māori Hui on student achievement Parent Interviews Student reports Information evenings

YEAR	TERM 1	TERM 2	TERM 3	TERM 4
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2017	Student Progress and Achievement: refer to Annual Assessment Plan; analysis of end-of-year data informs next year's 'target'			
	Staff Performance: refer to Performance Management Systems Guidelines and Procedures for Attestation and Appraisals			
	School's Annual/Strategic Aims: refer to School Charter; these Aims will be part of ongoing self-review (regular reviews) with monthly reports to staff and the board. 2017 School Charter; copy sent to Ministry of education by March 1, 2017			
	School Personnel:			
	- arrangements for principal's appraisal	- staff job descriptions and agreements completed and signed	Staff performance self-reviews, teacher professional inquiry, staff reflections, classroom walk-throughs, attestations and performance appraisals completed Term 2 to Term 4. Teachers will be assessed against the New Zealand Teachers Council Teacher Registration criteria who are gaining, renewing or reapplying.	
	School Finance:			
	- continue to process Audit requirements - send current year's ratified budget to Service Provider	- Annual Accounts to Auditors by March 31	- Annual Report; Accounts and Variance Report, sent to MoE by May 31	- Budget review Monthly at each Board Meeting
School Property:				
-	- Hazards Check	-	- Maintenance Review	- Hazards Check
School Health and Safety: Section 60B of the Education Act 1989, requires at least once every two years, boards of trustees to produce a written statement about how the school will implement health education; Gordonton School will consult with parents in 2018.				
School Policies & Procedures: School policies and procedures will be reviewed at the time a <i>Strategic, Regular and/or Emergent</i> self-review is implemented, where there are policies and/or procedures that relate to the area of the self-review. Any policy or procedures not reviewed within a 3 year period will be reviewed the following year; all policies and procedures will be reviewed within a 4 year cycle. Focus areas for quality assurance, regular reviews, are stated immediately below.				

2017	SAFE AND INCLUSIVE SCHOOL CULTURE	LEADING AND MANAGING THE SCHOOL	EFFECTIVE TEACHING	STUDENT LEARNING	ENGAGING PARENTS, WHĀNAU AND COMMUNITIES	GOVERNING THE SCHOOL
	<ul style="list-style-type: none"> Focus on learning in a positive learning environment. 	<ul style="list-style-type: none"> Analysis and use of assessment data. 	<ul style="list-style-type: none"> Use of wide range of teaching methods / strategies; written language. 	<ul style="list-style-type: none"> Student engagement; mathematics and writing . 	<ul style="list-style-type: none"> Engaging parents and whānau. 	<ul style="list-style-type: none"> Board operations and management.
- REFERENCE: Education Review Office Evaluation Indicators for School Reviews 2011 -						

ANNUAL AIM 5: Through effective use of assessment data and other information, provide quality teaching to further improve students' learning and achievement; refer to Strategic Aim 1, 2 and 3

OBJECTIVES	IMPLEMENTATION, RESPONSIBILITY, TIME FRAME & RESOURCE	OUTCOMES
<ul style="list-style-type: none"> <input type="checkbox"/> To accelerate progress and achievement in Mathematics Reading and Writing for all students, but especially for those who are at risk of not achieving or underachieving to the expected standard. <input type="checkbox"/> A range of assessment data will be used (formal & informal) with these being discussed at meetings to help establish consistency for students when different teachers are working with them. <input type="checkbox"/> To improve learning outcomes for priority groups including Māori learners, students who are under-achieving and students who are excelling. <input type="checkbox"/> To develop assessment capable students, teachers, school leaders and parents – creating a 'learning community'. 	<ul style="list-style-type: none"> <input type="checkbox"/> Teachers will use the Annual Assessment plan to help them cover a range of assessment materials to help inform them of their students' learning needs. <input type="checkbox"/> Teachers will use the 'Teaching as Inquiry Model' and do in-depth assessment for each identified student on a five weekly cycle, identifying strengths, weaknesses and co-constructing next learning steps with the students, recording and assessing students against these at next checkpoint meeting. <input type="checkbox"/> Checking against next learning steps at every conference - formative assessment against learning intentions. How's it going? What are the challenges? How can we better support the students? Are their better resources or will we need to create a resource to build a bridge for this student to overcome this speed bump in their learning? <input type="checkbox"/> DAT's (Direct Acts of Teaching) will occur as a direct result of the teachers having analysed and understood the results of the assessment for each child. Teachers through formal and informal communication shall have shared understandings that will assist them in making on the spot decisions in their teaching for each student. <input type="checkbox"/> Using shared values – manaakitanga (caring for /respect of each other); atawhai (whānau and staff working in partnership, nurturing the students); tū pono (knowing oneself, identity) and mahi ngātahi (working collaboratively); to engage and motivate students to have positive learning dispositions. <input type="checkbox"/> We will have an accurate picture of what we know, what we need to learn and how we are going to go about finding resources to help us in our learning. The resources may include people, book resources, the internet, differences in background knowledge, learning style, pace, and retention will all influence the progress we make as learners – but a climate of support will be created for all learners. 	<ul style="list-style-type: none"> <input type="checkbox"/> We will know our students learning needs and be skilled in deciding next learning steps. <input type="checkbox"/> All possible effort will be made to assist students in making progress in their learning. <input type="checkbox"/> Students will feel supported and multiple ways will be sought to help them learn. <input type="checkbox"/> Teachers will be apt at making fast decisions to address the learning and emotional needs of the student in a timely and affirming manner. <input type="checkbox"/> Parents will be informed and able to support their children's learning. <input type="checkbox"/> Students will be engaged learners <input type="checkbox"/> Assessment will help us identify what we know, what we need to learn, and the best ways to move forward in our learning, being supported and encouraged by our learning community. We will become confident learners.

ANNUAL AIM 6: Through effective use of information and communication technology, provide quality teaching to further improve students' learning and achievement; refer to Strategic Aim 1, 2 and 3

OBJECTIVES	IMPLEMENTATION, RESPONSIBILITY, TIME FRAME & RESOURCE	OUTCOMES
<ul style="list-style-type: none"> <input type="checkbox"/> To ensure all students have access to devices that will enhance and improve their learning in new and creative ways both while they are at school and beyond. <input type="checkbox"/> That all staff will receive professional learning commensurate to their current knowledge and need <input type="checkbox"/> That Bring Your Own Devices (BYOD) will be investigated over the year <input type="checkbox"/> To ensure parents are aware of what is happening in the school and know where we are heading. 	<ul style="list-style-type: none"> <input type="checkbox"/> Continue the committee established to develop a vision for Gordonton School ICT development and direction. To include investigating the school possibly heading down the BYOD road. <input type="checkbox"/> Purchase Chrome Books and iPads for student use each year to ensure a 'pod' is available for all students and that we are being prudent with replacement of machines <input type="checkbox"/> Purchase the appropriate apps to maximise student learning <input type="checkbox"/> Budget and plan for the ICT Curriculum Leader to be released to work along side students and staff on a daily basis. <input type="checkbox"/> At each staff/syndicate meeting the new learning teachers have received is shared. <input type="checkbox"/> Teachers develop class blogs that keep parents informed on a regular basis on what is occurring within their rooms and how their teaching can be reinforced at home. <input type="checkbox"/> Teach all students and teacher how to use 'Seesaw and use this as a link between home and school. <input type="checkbox"/> Budget for a day's professional learning using TTS or other providers to improve teacher pedagogy. <input type="checkbox"/> Visit schools of excellence – CRT Days could be used – on a syndicate basis again to improve teacher pedagogy <input type="checkbox"/> Early in Term 2 hold a parent meeting to show and inform them what is occurring within the school. 	<ul style="list-style-type: none"> <input type="checkbox"/> We will ensure our students have access to devices at all times when they are needed to enhance their learning. <input type="checkbox"/> Student achievement will show signs of improving with the 'professional use' of devices throughout our school. <input type="checkbox"/> A pod of both iPads and Chrome books will be purchased and shared throughout the school. <input type="checkbox"/> All staff will have their own laptop. <input type="checkbox"/> All staff will have sound knowledge of the Google Platform. <input type="checkbox"/> All staff will have received professional learning each term. <input type="checkbox"/> All staff will have visit schools of excellence over the year.

ANNUAL AIM 7: Through effective governance to provide guidance and coherence to the operational leadership and management of Gordonton School. (Strategic Aim 4)

OBJECTIVES	IMPLEMENTATION, RESPONSIBILITY, TIME FRAME & RESOURCE	OUTCOMES
<ul style="list-style-type: none"> <input type="checkbox"/> To keep focusing on the improvement of all student's achievement. <input type="checkbox"/> To ensure that the school has the resources to function effectively to improve student achievement. <input type="checkbox"/> To ensure that the school has well maintained and safe buildings and equipment. 	<ul style="list-style-type: none"> <input type="checkbox"/> Meetings are forward focussed with all members contributing and wanting the best for all students. <input type="checkbox"/> The Board established a strategic budget in February and this is the guide to all purchases and decisions involving finance over the year. <input type="checkbox"/> The Board has a clear understanding of any issues related to the buildings at our school and takes appropriate action where necessary. 	<ul style="list-style-type: none"> <input type="checkbox"/> A cohesive forward focussing board ensures the school has the best facilities that can be afforded to ensure all students achieve. <input type="checkbox"/> The Boards funds are strategically and fiscally managed <input type="checkbox"/> That the buildings and equipment at Gordonton School are safe and are well maintained.