



2013

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."



The Gordonton School

Board of Trustees

[January 2013]

Charter: Future Directions



National Priorities

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

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 Writing
- ❑ Specifically assist those students who are not meeting the national standards in Mathematics

"The best today for the best tomorrow."

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

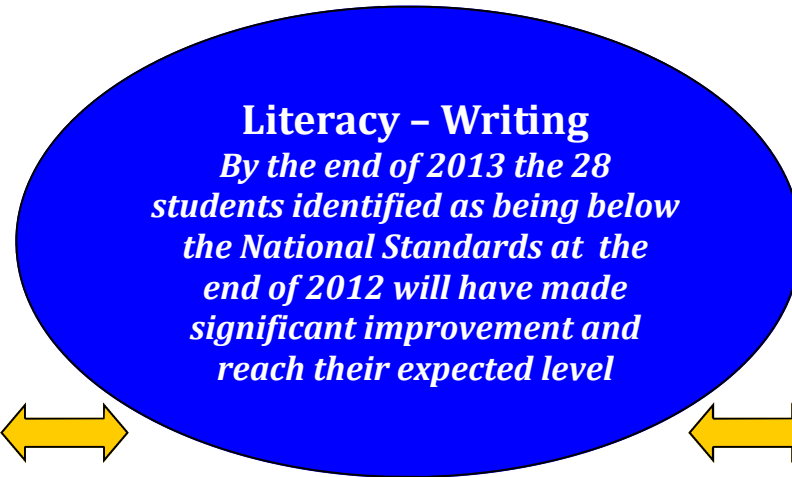
Children Should:

- ❑ 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

Achievement Target: Gordonton School 2013

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.



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.

Links to Strategic Planning

- ❑ Have all students working at or above their expected level in writing.
- ❑ The learning needs - academic, social, physical and emotional are met by staff at our school.

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.

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.

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

Community Involvements

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

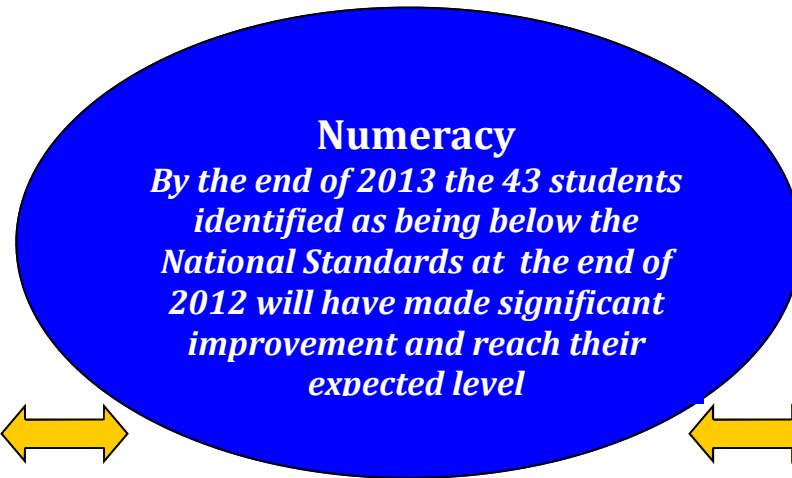
Agency Support

- ❑ Contact and use School Support Services as required.

Achievement Target: Gordonton School 2013

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 IKAN/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.
- ❑ The learning needs – academic, social, physical and emotional are met by staff at our school.

Baseline Data (Historical)

- ❑ Gloss and IKAN
- ❑ Numpa for juniors
- ❑ asTTle
- ❑ Anecdotal Assessment

Ongoing Assessment

- ❑ Use GLOSS, IKAN, Numpa and asTTle (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—Brian Malone
- ❑ 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 2013– 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 2013

- ❑ Focus on Writing continued from 2012
- ❑ Focus on those working below the National Standards in Reading and Numeracy

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

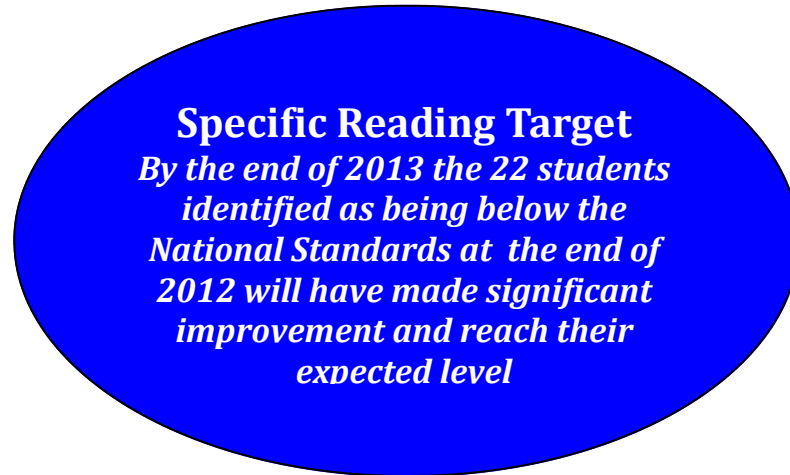
VALUES UNDERPINNING THE RIGHTS

- ❑ 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 2013

Teaching and Learning Programme Development and/or focus

- ❑ Identify the students initially from previous data, running records and verify with asTTle and 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 reading 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 – and staff to set goals to improve their reading pedagogy
- ❑ Share 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.

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 and asTTle 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 Teachers : 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
- ❑ Resource Teacher Reading and Behaviour