

<b>Strategic Aim 1: All students are able to access the New Zealand Curriculum as evidenced by progress and achievement in relation to the National Standards 2018 – 2020</b>		
<b>OBJECTIVES</b>	<b>IMPLEMENTATION, RESPONSIBILITY, TIME FRAME &amp; RESOURCE</b>	<b>OUTCOMES</b>
<p>1. To increase the number of students achieving at or above the <b>National Standards for Mathematics</b>.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Annually review school-wide Mathematics plan and establish a new one for 2018</li> <li><input type="checkbox"/> Coordinate planning school wide</li> <li><input type="checkbox"/> Planning will reflect the deliberate acts of teaching applicable in mathematics</li> <li><input type="checkbox"/> Teachers will develop and implement deliberate acts of teaching consistent with proven effective practice in the teaching of mathematics</li> <li><input type="checkbox"/> Mindset will become a significant concept in the teaching of mathematics</li> <li><input type="checkbox"/> Speed will cease to be a feature of mathematics</li> <li><input type="checkbox"/> Problem solving will be at the centre of mathematics teaching</li> <li><input type="checkbox"/> Homogeneous grouping and tumble boards will be a feature.</li> <li><input type="checkbox"/> Student achievement information will be collected, collated and analysed to inform learning and teaching</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Gordonton School sets and maintains high expectations for all learners, while also clearly understanding what each learner knows, values and brings to their learning</li> <li><input type="checkbox"/> Adapt the school's learning conditions and environment to meet the needs of the learners</li> <li><input type="checkbox"/> Continuously support the professional learning needs of staff, to best meet the needs of students.</li> </ul>
<p>2. To increase the number of students achieving at or above the <b>National Standards for Reading</b>.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Annually review school-wide Literacy plan, with a focus on reading</li> <li><input type="checkbox"/> Planning will reflect the deliberate acts of teaching applicable in reading</li> <li><input type="checkbox"/> Teachers will develop and implement deliberate acts of teaching consistent with proven effective practice in the teaching of reading</li> <li><input type="checkbox"/> Student achievement information will be collected, collated and analysed to inform learning and teaching</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Work closely and collaboratively with parents and whānau, making informed decisions in support of students' and their learning.</li> <li><input type="checkbox"/> Foster identity, language and culture of all learners.</li> </ul>
<p>3. To increase the number of students achieving at or above the <b>National Standards for Writing</b>.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Annually review school-wide Literacy plan with a focus on writing</li> <li><input type="checkbox"/> Planning will reflect the deliberate acts of teaching applicable in writing</li> <li><input type="checkbox"/> Teachers will develop and implement deliberate acts of teaching consistent with proven effective practice in the teaching of written language</li> <li><input type="checkbox"/> Student achievement information will be collected, collated and analysed to inform learning and teaching</li> <li><input type="checkbox"/> Refer to 2018 School Charter Target to raise student achievement; Annual Aim 1</li> <li><input type="checkbox"/> Ongoing and regular reporting to the board; analysed student achievement information as well as 'soft data' and overall teacher judgments (OTJs)</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Ensure strong self-review processes are in place and effectively used to support Māori, Pasifika and learners with special education needs to achieve individual goals, objectives and targets.</li> <li><input type="checkbox"/> Involve parents and whānau in the child's learning and achievement through respecting their knowledge of their child's needs, while also sharing the school's understanding of the child's needs, learning, development and achievement.</li> </ul>

**Strategic Aim 2: To provide school leadership and effective governance to improve outcomes for priority groups; Māori, Pasifika and learners 2018 – 2020 with special education needs; (refer to Annual Aims 2 and 3)**

OBJECTIVES	IMPLEMENTATION, RESPONSIBILITY, TIME FRAME & RESOURCE	OUTCOMES
<p>1. Supporting Māori students to achieve success as Māori; (refer to <b>Annual Aim 2</b>)</p> <p>2. Support progress and achievement for Pasifika students.</p> <p>3. Supporting inclusion for learners with special education needs; (refer to <b>Annual Aim 3</b>)</p>	<p>1. In Term 1 a hui will be organised and held to provide the opportunity for learners and their teachers to share with respective parents and whānau, student learning, progress and achievement.</p> <p>2. To provide authentic daily, weekly opportunities for all learners to learn te reo Māori which gives students access to te ao Māori (the Māori world) and to Māori world views; te reo Māori and tikanga Māori are intertwined.</p> <p>3. To plan for and provide opportunities to explore shared values of:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> manaakitanga – caring for and respecting each other</li> <li><input type="checkbox"/> atawhai – whānau and school working together to nurture students</li> <li><input type="checkbox"/> tū pono – knowing oneself, one’s identity</li> <li><input type="checkbox"/> mahi ngātahi – working collaboratively</li> </ul> <p>1. At the time of establishing the 2018 Charter, Gordonton School had 6 Pasifika students attending the school.</p> <p>2. In Term 2 a hui will be organised and held to provide the opportunity for learners and their teachers to share with respective parents and family, student learning, progress and achievement.</p> <p>3. Contact Pasifika Services to talk with our Pasifika families</p> <p>1. If required adapt the school environment to meet the needs of learners with special education needs.</p> <p>2. Support learners with special education needs to attend Gordonton School, engage in all activities and to achieve against the key competencies and learning areas of The New Zealand Curriculum.</p> <p>3. Ensure the transition into and out of Gordonton School, for learners with special education needs, is smooth and well planned.</p> <p>4. Each year a 3-way conference will be organised and held to provide the opportunity for learners and their teachers to share with respective parents and family, student learning, progress and achievement.</p> <p>5. Student Learning Support Register will be reviewed each term to assist with monitoring, evaluating, planning and reporting on learners with special education needs. <b>Gordonton School describes special education needs as:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Learners working above the curriculum level for their age;</li> <li><input type="checkbox"/> Learners working at level one of the curriculum for most (possibly all) of their schooling;</li> <li><input type="checkbox"/> Learners struggling to work at the curriculum level for their age.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Gordonton School sets and maintains high expectations for all learners, while also clearly understanding what each learner knows, values and brings to their learning.</li> <li><input type="checkbox"/> Adapt the school’s learning conditions and environment to meet the needs of the learners.</li> <li><input type="checkbox"/> Continuously support the professional learning needs of staff, to best meet the needs of students.</li> <li><input type="checkbox"/> Work closely and collaboratively with parents and whānau, making informed decisions in support of students’ and their learning.</li> <li><input type="checkbox"/> Foster identity, language and culture of all learners.</li> <li><input type="checkbox"/> Ensure strong self-review processes are in place and effectively used to support Māori, Pasifika and learners with special education needs to achieve individual goals, objectives and targets.</li> <li><input type="checkbox"/> Involve parents and whānau in the child’s learning and achievement through respecting their knowledge of their child’s needs, while also sharing the school’s understanding of the child’s needs, learning, development and achievement</li> </ul>

**Strategic Aim 3: To ensure all students are equipped to be confident, connected, active life long learners.  
2018 – 2020**

OBJECTIVES	IMPLEMENTATION, RESPONSIBILITY, TIME FRAME & RESOURCE	OUTCOMES
<p>1. Equitable, well managed technologies and infrastructure, support needs across an ever-increasing on-line environment.</p> <p>2. Leaders review and trial e learning and digital literacy initiatives and begin to align them to the curriculum planning.</p> <p>3. Professional learning needs are reviewed to increasingly focus on digital literacy and using digital technologies.</p> <p>4. Digital technologies are reviewed to see how they meet current needs, develop digital literacy and support higher-order, collaborative learning.</p> <p>5. Activities are trialled and reviewed to deliberately extend community relationships using digital technology and to explore their impact .</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Develop an Information Technology Vision and Plan</li> <li><input type="checkbox"/> Ensure that the school owned pods of devices are equitably spread throughout the school and are maintained and updated each year</li> <li><input type="checkbox"/> The ICT school wide leader to visit classrooms on a daily (5 days per week) to work along staff and students to up-skill their knowledge to enhance their learning.</li> <li><input type="checkbox"/> Professional learning to be an integral part of all fortnightly staff meetings</li> <li><input type="checkbox"/> Staff to collectively visit identified schools of ICT excellence each year.</li> <li><input type="checkbox"/> All staff attend the Ulearn Conference in Hamilton at the end of Term 3</li> <li><input type="checkbox"/> At the end of Terms 2 and 4 a report is submitted to staff and Board reviewing on what has been achieved over the year with regard how the devices are being used and how they are enhancing student achievement.</li> <li><input type="checkbox"/> Continue to up date the school web page</li> <li><input type="checkbox"/> Ensure all teachers and students are using Seesaw as a link between home and school.</li> <li><input type="checkbox"/> All newsletters to be moved to the digital format</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Gordonton School moves at a controlled and reviewed pace into having all aspects of its students learning and operation on the digital platform.</li> <li><input type="checkbox"/> Staff enthusiastically embraces the professional learning they receive and implement new and innovative practices into their classroom programmes.</li> <li><input type="checkbox"/> Student-centred, authentic, higher order, collaborative learning is enhanced be digital technology.</li> <li><input type="checkbox"/> Blended communications enhance the way partnerships actively engage in sustained response to the impact of digital technologies. All stake holders have a greater understanding and knowledge about our students.</li> </ul>

**Strategic Aim 4: Gordonton School is governed effectively and strategically by a Board of Trustees who support student achievement for all learners and provide quality resources to support student progress and achievement.**

OBJECTIVES	IMPLEMENTATION, RESPONSIBILITY, TIME FRAME & RESOURCE	OUTCOMES
<p>1. Reviewing the succession and induction plans for new trustees.</p> <p>2. Review meeting agendas to ensure that the majority of each meeting is spent on strategic discussions and these are recorded appropriately.</p> <p>3. The Board regularly monitor progress towards annual targets for improvement in Reading, Writing and Mathematics and other areas identified through review.</p> <p>4. The Board will make strategic resourcing decisions based on the achievement data, and consider implications of roll when making budgeting decisions.</p> <p>5. Parents, families and whānau will be consulted on the Health and PE Curriculum.</p> <p>6. Consultation with the school's Maori community to ensure Maori students success as Maori.</p> <p>7. Through policy review and reporting, the Board will ensure compliance with the National Administration Guidelines 1-8.</p> <p>8. The Board will aim to manage on-going building issues in a timely and effective manner to minimise disruption to student learning. In 2018 to have priorities for the 5YA in place.</p> <p>9. The Board will aim to attract, recruit and retain professionals of the highest quality.</p>	<p><input type="checkbox"/> Board to ascertain whether their succession and induction plan was of value and decide how it might be improved.</p> <p><input type="checkbox"/> Are our meetings forward thinking?</p> <p><input type="checkbox"/> Ensure that at every meeting up-to-date data is provided for discussion and is read prior to the meeting</p> <p><input type="checkbox"/> A scheduled review from various curriculum areas are available at every board meeting</p> <p><input type="checkbox"/> The budget follows strategic discussion with staff Board and PTA in November</p> <p><input type="checkbox"/> A biannual survey is conducted on the PE Health Programme</p> <p><input type="checkbox"/> At least one community wide survey occurs each year.</p> <p><input type="checkbox"/> A meeting with the Maori Community takes place each year in Term 1.</p> <p><input type="checkbox"/> The Board maintains its cycle of review of policy and procedure.</p> <p><input type="checkbox"/> The Board will strategize priorities for the 5YA funding and have a plan in place ready for 2018.</p> <p><input type="checkbox"/> Full time teaching staff will be appointed through a rigorous process to ensure the best possible applicants are selected to teach at our school.</p> <p><input type="checkbox"/> All staff are appraised every year to the Professional Standard.</p>	<p><input type="checkbox"/> The Board of Trustees will continue to develop as successful body and the transition from one board to the next will be a seamless one.</p> <p><input type="checkbox"/> Board meetings will focus on improving student outcomes for all.</p> <p><input type="checkbox"/> The Board will have a sound understanding of where the 'school' is achieving and provide ways to improve this.</p> <p><input type="checkbox"/> The Board's funds will be strategically and fiscally managed to ensure all students can continue to academically achieve.</p> <p><input type="checkbox"/> Through the Board's surveys parents are aware of the direction that the school is heading and feel that they have had a say in this decision.</p> <p><input type="checkbox"/> Through the <i>cycle of review</i> the board has a sound knowledge of all aspects of governance.</p> <p><input type="checkbox"/> The Board knows what it has to do and how it will develop a Modern Learning Environment.</p> <p><input type="checkbox"/> The Board has an Appointments Committee that operates sound procedures to attract, recruit and retain the best teachers that we possibly can for our students.</p>

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The Best Today for the Best Tomorrow

# GORDONTON SCHOOL CHARTER

*"Gordonton School is a caring school that provides all students*

GORDONTON SCHOOL STRATEGIC PLAN: YEARS 2018-2022

# 2018



Board of Trustees  
February 2018

*with skills and experiences to gain knowledge and  
achieve their personal best.*