# 2019 - 2021 Strategic Goals

**To foster a caring environment where every student can develop skills, experiences and dispositions to learn and achieve their personal best.**

| Strategic Statement 1: Equity and Excellence - Achieving Success for All<br>['…achieve their Personal Best'] | | |
|---|---|---|
| **Strategic Aims:**<br>• To accelerate progress for all learners, with a particular focus on Priority Learners<br>• To create opportunities for professional development and collaboration to strengthen the conditions that improve student outcomes | | |
| **GOALS** | **ACTIONS** | **OUTCOMES** |
| All Students make progress across the curriculum. Target learners make accelerated progress | Student learning is regularly monitored, reviewed, adapted and reported on, as appropriate to parents/whanau, school Board of Trustees and wider community. | Clarity and sharing of information, through learning partnerships supports a flexible response to the needs of Target Learners |
| Gordonton School systems serve to provide all students with a teaching and learning environment that reduces disparity in achievement | Design and implement a systems approach to track, monitor, review and report on all learners over time (E-Tap, Google platform, Seesaw)<br><br>A Target Learner register is created and maintained (E-Tap/Google).<br>Review, develop, implement and monitor a learner support plan for Target learners, focused on strategies to accelerate learning relevant to learning progressions: (refer annual goal 2) | Target learners are identified, and support strategies are needs based and successful in accelerating progress and achievement All student learning will be able to be tracked over time. Target learners will have an increased focus.<br><br>Reports to the BOT and parent/caregivers on student progress and achievement are accurate, informative and accessible. Reporting to Parents is real-time through e-portfolios and face to face through scheduled formal meetings. |

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| **GOALS** | **ACTIONS** | **OUTCOMES** |
| Staff work collaboratively across the school to achieve quality outcomes for all learners | Staff meet regularly in teams and as a whole staff to discuss, review and agree on next steps needed to further accelerate progress and achievement.<br><br>Target learner progress is a fixed agenda item at all team meetings.<br><br>Teaching and Learning teams are smaller and effectively led with leaders for: Year 1 and 2, Year 3 and 4, Year 5 and 6, Year 7 and 8. | Teachers use a schoolwide system allowing teachers, school leadership and BOT to evaluate, address, and resource school wide initiatives relative to the acceleration of student learning.<br>Team leaders are given PD opportunities to develop their personal, team and schoolwide leadership.<br>A 'systems' approach to planning, delivery and assessment of teaching and learning is developed and embedded in the school.<br>Teachers share their successes and constraints at meetings and collaborate and support one another on strategies and pedagogy.<br><br><br>Smaller teams facilitate focus on students at the same level leading to aligned methodology and strategic delivery of teaching and learning to meet student need. |

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| **GOALS** | **ACTIONS** | **OUTCOMES** |
| Staff work collaboratively across the school to achieve quality outcomes for all learners | To build a culture of learning where collaboration and professional sharing/ reflection of teaching practise is the norm and the teacher's practices at all times prioritise the students. | · Staff engage in professional learning conversations and work to collaboratively to improve teacher practice and student outcomes |

**Strategic Statement 2: Teaching and Learning – Making A Difference**
**['…where every student can develop skills, experiences and dispositions to learn ']**

Strategic Aims:
- To build professional capability and collective capacity
- To continue the review and development of a Gordonton School Curriculum
- To further develop robust leadership processes and practices that focus on review, refinement and implementation of effective pedagogy.
- To monitor and regularly review the teaching and learning strategies at Gordonton School.

| GOALS | ACTIONS | OUTCOMES |
|---|---|---|
| Review and strengthen current performance management system. | Strengthen understanding and implementation of teaching as inquiry<br> Develop coaching and mentoring by and for teachers – 'coaching for accountability'.<br>Upskill staff on the implementation of the Gordonton School appraisal system – (Arinui)<br> Establish shared understandings and agreements about required shifts in practice through effective and supportive professional learning conversations<br>Develop appraisal reports and job descriptions that include schoolwide and personalised goals for each individual – co-construct these where applicable | There are regular peer reviews of teacher practice<br>Leaders participate in and are knowledgeable about performance management and their roles and responsibilities within it.<br>Teachers are developing their teacher inquiries to inform and improve their practice. These are shared at regular times during the year.<br>Teachers engage fully in the performance management system, meeting deadlines and reflecting on outcomes. Appraisals are signed off at the end of the year.<br>Teacher appraisals are rigorous, and identify next steps for schoolwide and personal professional development.<br>The Principal will report to the BOT annually that all staff have completed their appraisal cycle.<br>Team leaders/DP/Principal lead conversations with staff about the learning cycle regularly feeding back to them. |

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| **GOALS** | **ACTIONS** | **OUTCOMES** |
| The Gordonton School curriculum is accessible and utilised | Update the Gordonton School curriculum to reflect current expectations and pedagogy<br><br>Actively embed the school values to support all teaching, learning, behaviour and culture | Teachers use the Gordonton School curriculum delivery plan to guide all teaching and learning programmes and practices.<br>The School values enhance all teaching, learning, behaviour and culture<br>Teaching and Learning is deliberate and planned with;<br>Scaffolded instruction<br>Differentiated (Group) learning in all areas<br>Effective feedback and feed-forward. |
| There is an agreed model of effective teaching and learning practice | Working collaboratively with staff to establish non-negotiable teaching and learning practices. Especially around Numeracy and Literacy. | There is schoolwide consistency of practice in all areas of teaching and learning. The expectations around this are co-constructed by the leadership team, communicated effectively to all teaching staff, and reviewed at least 4 times a year. (once per term). Expectations are co-constructed with the Senior Leadership group and curriculum leaders in Numeracy and Literacy |

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| **GOALS** | **ACTIONS** | **OUTCOMES** |
| All students, staff and whānau will develop a greater knowledge and understanding of Te Ao Māori | Participate fully in Professional Learning Development with a focus on Te Ao Māori <br>Strengthen our relationship with Ngati Wairere and our Hukanui Marae  community | Te Ao Māori is valued, included and evident in our teaching and learning programmes and community engagement is strengthened. Professional Development is sourced and delivered to develop this in Term 1 2019. <br>Staff are encouraged and provided with the opportunity to learn Te Reo Maori outside school hours with the school meeting costs around that learning <br>Engagement of an itinerant Kapa Haka Tutor (.2). Bot Funded. |

| Strategic Statement 3: Community Partnerships – Strengthening Relationships [...a Caring environment] | | |
|---|---|---|
| **Strategic Aims** <br> • To strengthen and sustain home school partnerships <br> • To build and strengthen connections with local community and resources <br> • To communicate clearly our school vision and priorities | | |
| **OBJECTIVE** | **ACTIONS** | **OUTCOMES** |
| Parents and caregivers are informed, involved and engaged in their child's learning progress and achievement | Parents and caregivers are communicated with and consulted with regularly about their child's progress and achievement via Seesaw and other school processes. <br> At the end of each term a one page data summary against Progress and achievement and a social comment is sent home digitally. | Parents and caregivers are well informed and contribute to processes related to their child's learning. <br> Effective reporting against progress and achievement is in real-time reinforced with evidenced, individualised data information on reading writing and mathematics 4 times per year. <br> Reporting workload is reduced and spread across the year and staff are able to meet the expectations without high pressure reporting times. <br> Paper reports are phased out in favour of a robust and practical electronic reporting system. <br> Two scheduled formal interviews with parents/students are implemented in terms 1 and 3. Term 1 is meet the teacher and goal setting. Term 3 is parent interview with a focus on achievement and revisiting the goals. |

## Strategic Statement 3: Community Partnerships – Strengthening Relationships
## [...a Caring environment]

**Strategic Aims**
- To strengthen and sustain home school partnerships
- To build and strengthen connections with local community and resources
- To communicate clearly our school vision and priorities

| GOALS | ACTIONS | OUTCOMES |
|---|---|---|
| The school environment is effectively utilised as a teaching and learning resource, reflecting our school vision, values and Te Ao Māori | Final build project in Rooms 1-4 is completed and implemented<br><br>To visually enhance the school environment to reflect our school vision, values and Te Ao Māori<br><br>Engage the students, staff and local community in the design of ways to visually represent the Gordonton School vision, values and Te Ao Māori, throughout the school environment | Final build project in Room 1-4 area is completed by earliest date.<br><br>The School environment reflects our vision and priorities through murals, signage and including our values in all aspects of school life.<br><br>The school environment reflects the voices of the students/community/local iwi in reflecting an environment that reflects the school values of;<br>Honesty (Hononga)<br>Reliability (Te ti'aturi)<br>Respect for self and others (whakaute)<br>Tolerance (Rangimarie)<br>Fairness (tika)<br>Care and compassion (Te atawhai me te Aroha) |

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| **GOALS** | **ACTIONS** | **OUTCOMES** |
| Mutually beneficial relationships are established with members of the wider Gordonton  community | Gordonton School staff and students form strong relationships with the community and its resources | Gordonton history and resources become part of our teaching and learning programmes. |



Visit to Hukanui Marae

# Student Achievement Data (2018) Number and Ethnicity

| Curriculum Level (Year/Ethnicity) Achievement as at 1st March 2019 (No of Students) | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Reading/Maori/Pasifika | | | | Writing/Maori/Pasifika | | | | Maths/Maori/Pasifika | | | |
| | W/Below | Below | At | Above | W/Below | Below | At | Above | W/Below | Below | At | Above |
| Y1 | | 5 | 14/1 | 10/1 | | 1 | 18/1 | 10/1 | | | 27/1 | 29/2 |
| Y2 | | 5/1 | 18/2 | 6 | | 2/1 | 12/1 | 15/1 | | 2/1 | 25/2 | 2 |
| Y3 | 1/1 | 2 | 26/5/1 | 5/1 | 1/1 | 4/1 | 12/5/1 | 6 | 1/1 | 6/1/1 | 27/6 | 3 |
| Y4 | 2 | 4 | 10/1 | 20/4/1 | 1 | 7/1/1 | 18/1 | 10/3 | | 5/1 | 25/2/1 | 6/2 |
| Y5 | 1 | 2/1 | 8 | 28/4/1 | 1 | 1/1 | 22/3 | 10/1/1 | | 7/2 | 20/2 | 12/2/1 |
| Y6 | | 1 | 15/3 | 12/2 | 2 | 6/3 | 15/2 | 5 | 2/1 | 7/2 | 10 | 9/2 |
| Y7 | 1/1 | 1/1 | 13/1 | 9/2/1 | 1/1 | 7/1 | 15/3 | 1/ /1 | 2 | 5/2 | 10/2/1 | 7/1 |
| Y8 | 1 | 4 | 16/4 | 12 | 6 | 5/1 | 16/2 | 6/1 | 1 | 7/1 | 14/2 | 11/1 |

## Identified Target Learners (Target Learner/Cohort)

| | Reading | Writing | Maths |
|---|---|---|---|
| Y 3 | 3/34 | 1/34 | 4/34 |
| Y4 | 6/36 | 8/36 | 6/36 |
| Y5 | 3/39 | 7/39 | 7/39 |
| Y6 | 1/28 | 8/28 | 9/28 |
| Y7 | 1/24 | 8/24 | 7/24 |

**School approaches to Target Learner identification and Achievement Acceleration:**

 Target Learners are identified collaboratively via:
o   Previous year's anecdotal and achievement information;
o   Standardised and reliable testing data which has been analysed;
o   Teacher voice.
Each Class Teacher(s) develop a Target Learner report at the start of the year:
o   Target learner is identified and curriculum challenges described and detailed across reading/writing/maths and social.
o   A learning strategy is developed in respect of each learner – this may be a group approach if there are others in the class with the same challenges.
o   Target Learners and the response to them are identified in weekly teaching and learning plans along with reflection against progress.
o   Strategies are shared by teachers at team meetings and target learning conversations are embedded into the professional conversation of the school.
o   At the end of each term a target learner report is completed by the teacher that contains:

Progress of identified Learners;
Strategies implemented;
What worked/didn't work;
Strategies for the following term.
The Principal/DP will maintain a whole-school Target Learner database that evidences and reviews the school-wide response to Target Learners.
This target learner report will be shared with the Board of Trustees 4 times per year by Principal and Learning team leaders.