East Gore School Strategic Plan 3946

2020 - 2022

2021

Our Vision

East Gore School aims to empower students with:

★ The skills, knowledge & attitudes to successfully meet all of life's challenges,

★ Provide all children with the opportunity of reaching his/her full potential

Our Values

Responsible   *Hoepapa*

- for yourself, others & environment

Respect   *Whakaaute*

- of yourself, others and property

Honest   *Pono*

- with yourself & your work

and as reflected in the New Zealand Curriculum

East Gore National Education

At East Gore we meet the National Education Priorities by:

Striving for success for all:

At East Gore we have worked with the NZ Curriculum to provide the best learning outcomes for all students in our school. We review achievement data to inform us about the effectiveness of our teaching outcomes. Inclusion of all students is the basis of striving for success and personal excellence.

A safe learning environment:

An emotionally and physically safe environment is maintained by monitoring, updating and regular review of school policies/procedures by the Board of Trustees and staff. At East Gore, we accept individual differences and encourage the students to do the same and treat each other with mutual respect. Bullying is always actioned and dealt with by staff. Parents are kept informed and are a part of the process. Communication is valued for safe, effective relationships. East Gore follows a schoolwide PB4L plan which is currently under review. The staff provide programmes to help meet the needs of our students whenever safety is a concern.

Improving Literacy and Mathematics:

There is an emphasis on ensuring best practice Literacy and Numeracy programmes occur by reviewing them regularly. Professional Development and budget allocations reflect our priority learners. Teachers are reflective on practice and assessment information. The school provides Teacher Aide support for learners and offer the Reading Recovery programme and the Accelerated Literacy Learning (ALL) programme.

Student achievement information

At East Gore we are developing statements on what assessment is, when and how the data will be collected. We will review this frequently to ensure data collected is useful, valid and leads to improving student outcomes. East Gore makes good use of data to identify target students and form action plans to raise achievement. IEP's will be held for students who require them.

East Gore National Education

At East Gore we meet the National Education Priorities by:

Improving outcomes for students at risk:
At East Gore we are committed to improving student outcomes for the wide range of 'at risk' learners. We keep an additional needs register to track high and moderate needs. These are reviewed regularly to ensure that needs are been recognised and catered for. Pastoral care for students is also a priority at East Gore and influences everything we do. Pastoral care focuses on the hauora of learners.

Improving Māori and Other Ethnicities outcomes:
On entry to school, whānau/parents/caregivers are asked if they identify with a certain ethnicity. Students academic needs will be sensitively and accurately recorded to ensure needs are met and reported. At East Gore, teachers will know which children are identified as Māori or any other ethnicity. All data is analysed and reported to the Board of Trustees shows achievement for these groups.

Reporting:
Our learners have an up to date online data portfolio each year that supports their learning journey. This is accessible for parents via Seesaw. This portfolio showcases students learning in real time. Formal written reports to parents are written twice a year showing overall teacher judgements against curriculum levels. These are sent home late Term 2 and late Term 4.
Reporting will be to - Board of Trustees and Parents/Caregivers.

School Statement

Māori Achievement

Our school:

❏ acknowledges through curriculum implementations the unique position of Māori, the dual cultural heritage of New Zealand and New Zealand's cultural diversity.

❏ works to foster and encourage community engagement in their students learning and the wider life of the school.

❏ transitions are well managed to support learners from early childhood to East Gore and beyond.

❏ will seek to identify iwi affiliation on enrolment of identified Māori students.

❏ recognises the memorandum between Ngai Tahu (Hokonui Runanga) and the crown (MOE).

❏ will ensure all students will have access to instruction in the New Zealand Curriculum in Māori as per the Education Act 1989 Section 6t 3(a)(ii) the aim of ensuring that all reasonable steps are taken to provide instruction in Tikanga Māori (culture) and Te Reo Māori (language) for full time students whose parent asks for it.

Pasifika & Other Cultures Achievement

Meeting Students Needs:

❏ Student achievement data is closely analysed to identify students strengths and learning needs.

❏ Interventions to meet these needs are identified and put in place with sufficient scaffolding and support.

❏ Teachers and school leaders gather student voice to guide their practice and the decisions they make.

❏ Teachers and SENCO gather information about English as a Second Language Learners and build up a profile of useful information about the learners.

❏ Practice is guided by Pasifika Education Plan (PEP). Commitment is embedded to achieve PEP goals and targets.

❏ Teachers need to understand and practice culturally relevant pedagogy and teach in culturally responsive ways to benefit learners.

❏ The school works to foster and encourage community engagement in their students learning and the wider life of the school.

❏ Transitions are well managed to support learners from early childhood to East Gore and beyond.

Community Description

East Gore School is a year 1-6 primary school with a roll of approximately 115 students.

East Gore School was opened in 1885. We are close to the Mataura River which flows through the centre of Gore and the Hokonui Mountains, which can be sighted from our playground. The mountains are very much a part of the Gore District and help identify the character of the area.

We have large and beautiful grounds, dominated by an ancient oak tree which was planted in recognition of families from the First World War. Our school has two adventure playgrounds, a large playing field, good concreted areas, a well-designed hall and a well-stocked library.

We have dedicated staff providing a learning environment that maximises the learning potential of students with a strong focus on Literacy (reading, writing) and Mathematics.

The Board of Trustees is an enthusiastic and committed team who work together to support our teaching team and provide a modern learning environment. Together we provide a quality education that is caring, sharing and supportive, so our students have the opportunity to maximise their potential abilities in all areas. We are proud to be working to help shape the future of the children in our community. There is a supportive PTA which works alongside staff and the Board of Trustees.

Our community consists of a wide range of people and occupations. Generally our families value education and support the school. Our school has approximately 40% Māori students and our school has a developing Kapa Haka group. Our school welcomes students with special needs and is equipped to cater for these students diverse needs.   We are known for our inclusive practices and pastoral care of our students.

Goals for Management

Achievement

Staff to:

➔ be actively focused on priority learners.
➔ be actively engaged with data analysis and evaluative action.
➔ have programmes and best teacher practice to raise achievement for all learners.
➔ have equity and excellence in the forefront of our strategic planning and thinking.
➔ support all special education learners in our school to achieve.

Engagement

Staff to:

➔ have learners actively showing positive engagement and attitudes to learning.
➔ developing key competencies to help them thrive in tomorrow's world.
➔ have smooth transitions to and from East Gore (early childhood, Intermediate/College) as well as between classes.

Well Being

Staff to:

➔ ensure students to be safe - digitally, socially and emotionally.
➔ ensure students are healthy - physically, mentally and spiritually (hauora).
➔ support students to have a sense of belonging (manaakitanga).
➔ ensure equitable chances and outcomes for all students.

Management Strategic Plan 2020 - 2022

	2020	2021	2022
Achievement	*Whole school inquiry into raising writing achievement* *Accelerate target students (Boys & Māori) in writing* *Collect schoolwide data on Edge with a systematic approach*	To continue to develop best practice into raising writing achievement Be more effective with analysing data to make decisions To ensure assessment information is accurate through moderation	Investigate best practice across the literacy programme (reading and writing) to refresh and maintain focus on raising achievement
Engagement	*To engage all students in classroom routines & learning* *To engage parents with the school through strengthening communication*	Incorporating the key competencies in to classroom programmes Promote positive play across the levels to support engagement	Collect student voice on how we can continue to engage students across the curriculum
Well Being	*School focus & development of PB4L* *To induct staff in to the school successfully being mindful of well being*	To be mindful of staff/student well being for an energised, positive & focused team (teachers & support staff) Introduce Play is the Way to support students personal growth.	Review PB4L development and the impact on well being - Play is the Way

Action Plan for Management 2021

Area	Priority	Who	When	Outcome	Monitoring / Evaluating
Achievement	- Writing topics and experiences given to engage writers	Teachers	Term 1	Higher engagement in writing programme.	
	- Moderation of writing information	Teachers	Term 1-4	Ensure writing data is valid for all students. Track students who are at risk of not achieving	
	- Analysing data to show progress	SLT & Teachers	Term 2 & 4		
Engagement	- Incorporate the Key Competencies into classrooms (Play is the Way)	Teachers	Term 1-4	Understanding how individuals actions can affect others	
	- Wifi for parents	SLT	Term 1	To engage parents with Seesaw & school app to keep up to date.	
Well Being	- Build a collaborative team	Teachers & SLT	Term 1-4	A strong team that works together for the best outcomes	
	- Introduce Play is the Way schoolwide programme	Teachers & SLT	Term 1-4	For a schoolwide approach to behaviour management	

Goals for Governance

Effective Governance

The BOT will:

➔ Be fully aware of student achievement & how this impacts on equity & excellence for all students
➔ Induct new members to the BOT with support from NZSTA.
➔ Have rigorous policies/procedures to guide them.
➔ Provide & encourage PD opportunities.
➔ Will be visible at school events.
➔ Will provide leadership & governance & comply with all current legislative obligations.

Consultation

The BOT will:

➔ Communicate and report through a variety of forums which are reliable.
➔ Consult with priority groups in the community.
➔ Consult with key stakeholders on strategic direction.
➔ Actively involve staff in direction setting, strategic thinking & evaluative practices.
➔ Develop a focus on the well being of learners & staff, especially transitioning new staff/students.

Environment

The BOT will:

➔ Provide a safe, (physical & emotional) environment by implementing health & safety procedures.
➔ Operate as good employers with a focus on equity & excellence for all staff.
➔ Manage school finances & all allocations to increase excellence & equitable outcomes.
➔ Maintain & develop our existing buildings & infrastructure.

Evaluative

The BOT will:

➔ Ensure systems are in place to collect relevant & useful data to form how achievement looks for all students.
➔ Use the data to ask the right questions to guide decision making for future.
➔ Develop a culture of self-review & prioritise in all operational practices, especially strategic thinking.

Governance Strategic Plan 2020 - 2022

	2020	2021	2022
Effective Governance	*Continue training for BOT in finance and property* *Involve BOT in forming 2020 - 2022 strategic plan* *Complete and return new Strategic Plan for 2020 - 2022*	Possible change over of BOT chairperson as part of succession planning Keep an overview of Government changes to legislation Review Governance Manual from NZSTA	Prepare for external review cycle Begin preparing and forming strategic plan for 2023 - 2025 Work with the community around upcoming elections
Consultation	*Incorporate staff voice (a number of new staff in 2020)* *Implement transitions plan (entering, internally and exiting) the school*	Incorporate student voice Review communication with all community and its effectiveness Consult on Health Curriculum	Consult on Health Curriculum Consult with the community around the strategic direction of the school

Governance Strategic Plan 2020 - 2022

	2020	**2021**	**2022**
Environment	*To develop a pump track* *Implement audit recommendations so finances are managed successfully* *Paint the school and concrete areas*	Survey wellbeing of staff and students Re-roof the school To redevelop new playground Add Māori words to school signs	Survey wellbeing of staff and students Modernisation Upgrade - senior block
Evaluative	*Develop a systematic approach to data collection and analysis (SAF support)* *Be more evaluative with strategic goals throughout year (questions)*	Systems of checking progress on goals should be implemented Strengthen self review practices throughout the school	Systems of checking progress should be soundly in place Evaluate self review practices throughout the school

Action Plan for Governance 2020

Area	Priority	Who	When	Outcome	Monitoring / Evaluating
Effective Governance	Update current governance manual to recent NZSTA recommended manual Succession Planning for roles within the board	Sub committee Board	Term 1 & 2 Term 1	Updated Governance manual Key roles will have experience for the next election	
Consultation	Incorporate student voice into actions for the school. Review the way we communicate with the community and its effectiveness Consult the community about the Health Curriculum	Leadership Leadership & EEO Leadership	Term 2 - 3 Term 1 Term 2	Students have a voice on school decisions relevant to them Review communication - app, newsletter, facebook Consult with parents on new Health Curriculum (aligning to the MOE Doc)	

Action Plan for Governance 2020

Area	Priority	Who	When	Outcome	Monitoring / Evaluating
Environment	Survey well-being of students and staff	EEO and Leadership	Term 2 & 4	Information will strengthen practices across the school	
	Add Māori words to school signs	Leadership	Terms 2 - 3	Continue developing bicultural aspects	
	Re-roof the school (as per 10YPP)	Property	Term 3 & 4	Upgrade of the school buildings	
	Redevelop the senior playground	Property & Leadership	Terms 1 - 2	New playground installed	
Evaluative	Systems of checking progress on goals should be implemented	Leadership	Terms 1 - 4	Data is collection is consistent across the school and valid for all students	
	Strengthen self review practices throughout the school	Board Members	Terms 1 - 4	Ensure we are reviewing all areas systematically throughout the year.	

Priority Learners - School

Strategic Aim	All students are able to access The New Zealand Curriculum as evidenced by achievement in relation to the Curriculum Levels.
Annual Aim	Analysis of school wide Writing data in December (2020) identified an overall area of concern where students are underachieving in regards to the curriculum levels they are working towards.
Target	To accelerate all students across the school from Year 3 - 6 not accessing the writing curriculum at the appropriate level. The staff will also have a focus on Māori writers within this cohort of students.
Baseline Data	*Year 3: 7 students* *Year 4: 3 students*　　　　　　　　*Māori: 9 students* *Year 5: 3 students* *Year 6: 4 students* 17 students from Year 3 – 6 (2021 school year groups) were achieving below their appropriate curriculum level at the end of the 2020 school year. The staff have decided that we will target these students so they can make accelerated progress. Within this cohort we also focus on our Māori writers.

Priority Learners - Kahui Ako

Strategic Aim	All students are able to access The New Zealand Curriculum as evidenced by achievement in relation to the Curriculum Levels.

Annual Aim	Culturally Responsive Practice
	         - to strengthen teacher confidence using Te Reo Māori;
	         - strengthen teacher capability to enact Māori cultural competencies

Target	1) Increase confidence to more than 30% 2) Increase confidence to more than 10%
Baseline Data	Baseline data gathered Term 1 - 2021 This includes ako, manaakitanga, wānanga, whanaungatanga, tangata whenua - refer to Tātaiako