



## Gore High School, 2022 CHARTER

<b>VISION:</b> 'Connected Learners for Life'			
<b>MISSION:</b> Educating our young people to become purposeful and successful citizens, contributing to society and pursuing their passions			
<b>VIVID DESCRIPTION</b>			
<b>Educating (by)</b> <ul style="list-style-type: none"> <li>Encouraging self-management</li> <li>Collaboration</li> <li>Developing critical thinkers</li> </ul>	<b>Purposeful and successful citizens</b> <ul style="list-style-type: none"> <li>Have a sense of belonging</li> <li>Are persevering</li> <li>Value diversity</li> </ul>	<b>Contributing to Society</b> <ul style="list-style-type: none"> <li>Communicate purposefully</li> <li>Support and encourage others</li> <li>Engaged participators</li> </ul>	<b>Pursuing their Passions</b> <ul style="list-style-type: none"> <li>Self-belief and awareness</li> <li>Have high expectations</li> <li>Future focused</li> </ul>
<b>GORE HIGH SCHOOL VALUES</b>			
<b>Courtesy (Atawhaitanga):</b> <ul style="list-style-type: none"> <li>Be considerate towards others</li> <li>Be on time</li> <li>Focus fully on your teacher / speaker</li> <li>Respond positively and politely to instructions and requests</li> <li>Use polite and appropriate language</li> </ul>	<b>Effort (Manawanuitanga):</b> <ul style="list-style-type: none"> <li>Contribute positively and politely to class discussions</li> <li>Stay on task throughout the lesson</li> <li>Participate fully in all learning activities</li> <li>Participate to the best of your ability</li> <li>Wear your uniform with pride</li> </ul>	<b>Responsibility (Takohanga):</b> <ul style="list-style-type: none"> <li>Bring the required equipment to every lesson</li> <li>Follow the safety guidelines set by the teacher</li> <li>Return equipment to its correct place after use</li> <li>Take ownership of your own learning</li> </ul>	
<p>We especially value our motto: <b>'Palma Non Sine Pulvere' – No reward without effort</b></p>			
<b>In our planning and prioritising, and in our review processes we embrace the principles of the New Zealand Curriculum:</b>			
<p>Our school takes all reasonable steps to provide instruction in Tikanga Māori (Māori Culture) and Te Reo Māori (Māori Language) for students.</p> <p>When developing policies and practices for our school, we reflect New Zealand's cultural diversity and the unique position of the Māori culture. We also undertake to work with the families of any Pasifika students enrolled to ensure their success.</p> <p>We identify students who are at risk of not achieving, or who have special needs, and we undertake to include strategies which will assist them to achieve.</p> <p>This Charter has been developed in consultation with our school community.</p>			

<p>This Charter document should be read and considered in conjunction with several key documents.</p> <p>These include:</p> <ul style="list-style-type: none"> <li>• Annual Plan.</li> <li>• Policy framework.</li> <li>• 5 and 10 Year property plans/programmes.</li> <li>• Budget.</li> <li>• Professional Development plans.</li> <li>• HOD Annual Plans.</li> <li>• Teacher Annual Plans.</li> </ul>	<p><b>Financial Planning and Resourcing.</b></p> <ul style="list-style-type: none"> <li>• It is the BoT's aim to match resourcing to the current strategic aims and initiatives as outlined in this charter</li> <li>• An important goal for the BoT is to improve budgeting and spending so that we are not spending out of reserves on a regular basis</li> </ul> <p><b>International Marketing.</b></p> <ul style="list-style-type: none"> <li>• In order to generate extra income, the BoT began marketing for International students at the beginning of 2015</li> <li>• The Strategic Planning for this is integrated with the planning of the Education Southland group, of whom we are a member</li> <li>• Importantly, International Students will bring aspects of cultural diversity to the school.</li> </ul>
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**STRATEGIC GOALS**

<p>Collaboration</p>		
<p align="center"><b>WELL-BEING</b></p> <ul style="list-style-type: none"> <li>• Focus on improving the mental wellness of all.</li> <li>• Increase engagement for those students who currently display disruptive behaviours.</li> <li>• Improve the Academic Mindset of our Māori students – belonging, Growth Mindset, I can succeed, value.</li> </ul>	<p align="center"><b>PEDAGOGY</b></p> <ul style="list-style-type: none"> <li>• Improve our teaching strategies to/which accelerate the progress of our poorest achieving students.</li> <li>• Use technology to assist students to learn better.</li> </ul>	<p align="center"><b>PATHWAYS FORWARD</b></p> <ul style="list-style-type: none"> <li>• Incorporate and develop employability skills into our school culture.</li> <li>• Further develop and enhance pathway choices with a focus on alternatives to University courses.</li> <li>• Empower everyone to develop their leadership capabilities by creating a leadership culture in our school.</li> </ul>
<p><b>He aha te mea nui o te ao He tangata, he tangata, he tangata</b></p>		

**GORE HIGH SCHOOL STRATEGIC AIMS 2022-2024**

As a result of community consultation, the analysis of school wide achievement data and information, the analysis of variance and the self-review process the board has identified the following strategic aims. For 2021, the Annual Plan has two major initiatives: Pedagogy, and Learning Design for the 21<sup>st</sup> Century.

Aims	2022	2023	2024
<p><b>Pedagogy – Improve our teaching strategies</b></p>	<ul style="list-style-type: none"> <li>• Teaching as inquiry framework used to evaluate success of strategies (ERO)</li> <li>• Refine Priority Learners strategies.</li> <li>• Use within-school teachers to advance pedagogy around junior learning</li> <li>• Evaluate our findings of the last three years regarding junior achievement</li> <li>• Review our progress on the meaningful analysis of Junior achievement data.</li> <li>• How well are literacy and mathematics strategies being used in classrooms to progress learning?</li> <li>• How effectively are we accelerating the progress of Māori students in reading, writing and mathematics?</li> <li>• Hauora Teachers use LPF/PaCT data for conversations with families and students around next steps in learning.</li> <li>• Pilot the introduction of literacy and mathematics for 2023 for NCEA Level 1</li> </ul>	<ul style="list-style-type: none"> <li>• Continue the work of the ERO self-review team:               <ul style="list-style-type: none"> <li>○ Another inquiry cycle based on learnings so far</li> <li>○ Review team membership to ensure continuity whilst growing capacity and capability</li> </ul> </li> <li>• Review and adjust as necessary the aims and workplans of the within-school teachers. These three positins are a major resorce to enhance our pedagogy.</li> <li>• Following the 2022 Pilot in Literacy and Mathematics, identify a few key strategies to prepare our students for NCEA Literacy &amp; Numeracy.</li> <li>• All of the above to include:               <ul style="list-style-type: none"> <li>○ A strategy for Māori achievement.</li> <li>○ A strategy for priority learners.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Share our understandings of how to accelerate learning with all staff and with our community.</li> <li>• Embed use of LPF/PaCT for reading writing and maths to accelerate progress for Juniors.</li> <li>• Embed the self-review learnings and culture begun with ERO in 2021</li> </ul>

Aims	2022	2023	2024
<b>Learning Design for the 21<sup>st</sup> Century</b>	<ul style="list-style-type: none"> <li>• Consolidate and embed 21st Century learning design into learning at GHS</li> <li>• Targets and actions for departments continue to develop 21st Century learning opportunities for students in different subject areas</li> <li>• Year 9 Integration for Maths, Science and English</li> <li>• Preparation of integration for Y9 CORE subjects in 2023, which allow for student choice.</li> <li>• Communicate and clearly document the place of digital learning at Gore High School and communicate these ideas to parents/school community to show how these assists with future pathways</li> <li>• Document how the use of alternative learning strategies using technology, help to accelerate learning for our priority learners</li> <li>• Evaluate which digital strategies are most effective in developing 21st Century skills for Gore High School</li> </ul>	<ul style="list-style-type: none"> <li>• Based on evaluation of integrated curriculum in 2022, build on integration into Year 10 and explore possibilities with SOS and HPE</li> <li>• Implement NCEA changes and incorporate 21st Century Pedagogy in the Senior School</li> <li>• Restructure of timetable to allow for better integration of subjects, to allow for student choice (and staffing flexibility) and to consider an enhanced personal curriculum delivery through Hauora time.</li> <li>• Evaluate changes to junior programmes through integration</li> <li>• Consider how our Y9 and Y10 Integrated Curriculum might develop should Y7 &amp; 8 students and teachers be part of a new school structure.</li> </ul>	<ul style="list-style-type: none"> <li>• 'Scan the Horizon' to see what developments are occurring and then decide on the next developments appropriate to our school.</li> <li>• Implement NCEA changes and incorporate 21st Century Pedagogy for seniors.</li> <li>• Possibly develop a comprehensive PD plan to assist teaching and learning in a restructured school.</li> </ul>

Aims	2022	2023	2024
<b>Well-being</b>	<ul style="list-style-type: none"> <li>• Build closer relationships with our Māori community.</li> <li>• Seek further ways of improving the 'mana' of our Māori students – they must feel that they belong and that they can experience success in what is important and valuable to them.</li> <li>• Further implementation of the staff well-being strategy by the wellbeing group</li> <li>• Revise the principles of the Gore High Way and restorative practice when working with students.</li> <li>• Gore High School Way values are understood and modelled by staff and students</li> <li>• Continue to upskill staff in Restorative Practice.</li> <li>• Implement Ministry and Mental Health Foundation lessons into Hauora time</li> <li>• Create a team to develop underlying principles of hauora time to support student in their personal curriculum.</li> <li>• Structured hauora curriculum developed and implemented over a two-year program</li> <li>• Further 'Learning Talk' training for some staff when available.</li> <li>• Introduce more 'Learning Talk' ideas into staff practice.</li> </ul>	<ul style="list-style-type: none"> <li>• Further build our understanding of Mātauranga Māori by seeking to include examples in our teaching practice.</li> <li>• Review the work of the staff well-being group with a view to beginning another inquiry cycle.</li> <li>• Ensure that the membership of the staff well-being group is transparent, balanced and allows for some movement of staff, as a capacity building objective.</li> <li>• Adopt a team leadership approach to Hauora time.</li> </ul>	<ul style="list-style-type: none"> <li>• Structured hauora curriculum cycle completed</li> <li>• Opportunities for Y11s to contribute and lead aspects of hauora time.</li> <li>• Evaluate the implementation of Mātauranga Māori in our school culture.</li> <li>• Plan to provide a safe and welcoming environment should Longford Intermediate and Gore High School restructure as one school: <ul style="list-style-type: none"> <li>○ Identify elements of culture, both staff and student, which need to be preserved.</li> <li>○ Identify key elements of culture, both staff and student, which we need to get right.</li> </ul> </li> </ul>

Aims	2022	2023	2024
<b>Pathways Forward</b>	<ul style="list-style-type: none"> <li>• Investigate strengthening pathways knowledge and planning in Hauora time/Academic Counselling with the hauora team</li> <li>• Further develop more leadership opportunities for all students and plan improvements</li> <li>• Keep promoting leadership opportunities among Senior/Middle leaders and staff in a transparent way</li> <li>• Use learning talk strategies to develop communication, and professional learning conversations in staff</li> <li>• Plan for new NCEA pathways</li> </ul>	<ul style="list-style-type: none"> <li>• Check that the re-invented NCEA curriculum is understood by staff, students and parents.</li> <li>• Review the pathways offered through NCEA and plan how to fill any gaps in our local curriculum design.</li> <li>• Discuss pathways from Y7-Y9, Y10 &amp; Y11, Y12 &amp; Y13 through the school. Include: <ul style="list-style-type: none"> <li>○ Rights of passage (important since students may be at one school for 7 years!)</li> <li>○ Entry and exit points</li> </ul> </li> <li>• Plan for student leadership opportunities at different stages e.g. Y10 and Y13?</li> <li>• Consider 'Coaching for Growth' opportunities for interested staff.</li> </ul>	<ul style="list-style-type: none"> <li>• Implement the planned stages, down into the Junior school.</li> <li>• Implement the improvements identified in 2020 in respect of student leadership pathways.</li> <li>• Implement new NCEA pathways</li> </ul>

**GORE HIGH SCHOOL ANNUAL PLAN, 2022**

**Strategic Aim: Pedagogy**

**Annual Aim: Measure, progress and accelerate students' literacy skills using meaningful strategies. Collaborate across curriculum areas.**

**Baseline Data:**

At the end of 2021 59/110 (53%), 8/22 36% of Māori, Year 9 students had the Reading Scale descriptor score in the range 750-850.

At the end of 2021 30/110 (27%), 3/22 14% of Māori, Year 9 students had the Writing Scale descriptor score in the range 870-900.

**2022 Targets**

70% of our 2022 Year 10 students pass the reading and writing pilot standard.

Include Mathematics in goal??

70% of our Year 10 Maori students have passed the reading and writing pilot standard.

<b>Actions to achieve targets</b>	<b>Led by</b>	<b>Resources</b>	<b>Timeframe</b>	<b>Progress</b>
Priority students are identified at the start of 2022.	Within in school teachers, Gerry and Lou.	DP.	Week 1 Term 1	
Accelerate progress of students	DP Within school Lauren Latimer Leanna McKenize	Lauren Latimer	Throughout the year.	
Pilot school for Literacy and Mathematics in 2022. National CAT in Term 2 & Term 3 for students.	DP	NZQA	Term 2 and Term 3	
Plan for students and groups of students who do not pass the literacy standard both in 2022 and in 2023.	Within school teachers	HOD's	Term 3	
Review the correlation between PACT scale score and success in Literacy and Mathematics standard.	DP and within school teachers.		Term 3	
School wide, department and classroom teacher professional development with Lauren Latimer.	DP		Term 1-4	
Within school teachers focus their work on specific departments	Within school teachers			
Interschool Moderation of student work.	DP and within school teachers	Longford Intermediate, St Peters and St Marys and other interested Kahui Ako schools.	Late Term 2	
Reading, Writing and Mathematics judgements are shared with whanau at all academic counselling meetings and goals are set.	Academic Counsellors		Term 1 Mid Year	

6 teachers from six departments and within school teachers to directly work with Lauren Latimer, Kahui Ako literacy expert in classrooms on strategies		Lauren Latimer some relief and times	Ongoing throughout the year.	
Basic, spelling punctuation and grammar will be corrected	All staff	Lauren Latimer for strategies		
Interdepartmental meetings held to share strategies for literacy activities and resources with a focus on culturally responsive methods.				
At least 10 minutes per week of all junior lesson time per week is spent reading	All junior teaching staff		Ongoing throughout the year.	
Work through the goals of ERO review.		Chris Gold from ERO office	Ongoing throughout the year.	



**GORE HIGH SCHOOL ANNUAL PLAN 2022**

**Strategic Aim: Learning Design for 21<sup>st</sup> Century (Using Technology for better learning)**

**Annual Aim: Embed 21<sup>st</sup> Century Learning and effective device use for learning at GHS**

**Baseline Data:**

Devices: All students have devices for their learning at Gore High School (15 students whole year loan of school laptop)

Learning: Self-regulation and Skilled Communicated stated as top two 21<sup>st</sup> C skills in department review

Students: Achievement higher in integrated class than non-integrated class. 21<sup>st</sup> C Skills opportunities higher in integrated class (student survey)

Departments: All departments have some degree of 21<sup>st</sup> C learning in their subject areas. Departments have identified focus areas for 2023. Most staff feel capable of using devices with students in their classrooms.

**Targets:**

- Staff: Feel confident and capable of incorporating 21<sup>st</sup> C Learning skills into their lessons
- Students: Able to show progress in developing 21<sup>st</sup> Century Learning skills in their work
- Departments: Able to show where they are using 21<sup>st</sup> Century Learning skills within their curriculum
- Community: Know how we are using devices to develop 21<sup>st</sup> Century skills at GHS

<b>Actions to achieve targets</b>	<b>Led by</b>	<b>Resources</b>	<b>Timeframe</b>	<b>Progress</b>
<b>Staff:</b> <ul style="list-style-type: none"> <li>• Start of year session: 21<sup>st</sup> C learning/ SAMR focus for each department</li> <li>• Increase the number of staff trained as Microsoft Innovative Educators using Microsoft Educator Platform</li> <li>• Celebrate successes of integrated curriculum with all staff and school community: promote activities and feedback</li> <li>• Share evaluations of 21<sup>st</sup> C learning focus within departments and give feedback to each other</li> <li>•</li> </ul>	AC  AC and other MIE	<a href="#">Department focus for 2022</a>  Video best practise and teaching experiences of integrated classes  Staff to sign up to Microsoft educator centre for personalised and tailored PD: <a href="https://docs.microsoft.com/en-us/learn/educator-center/">https://docs.microsoft.com/en-us/learn/educator-center/</a>		
<b>Teachers</b> <ul style="list-style-type: none"> <li>• Integrated Learning TEAM for Maths, Science and English (AC, FL, FF, DU, RX and FD)</li> <li>• Y9 SOS and PE linked to classes through a shared TEAM and planning of LPF program</li> <li>• Option subjects encouraged to be involved through communication of themes and activities for Y9 integrated modules</li> <li>• Appoint within-school teacher to support teachers with integration</li> <li>• Teachers visit to HPHS (T1?) to see how their curriculum works.</li> <li>• Evaluate the success of the integrated programme for Juniors mid-year and end of 2022</li> </ul>	AC			
HODs/Departments	AC/DP			

<ul style="list-style-type: none"> <li>• Planning for further integration of Core subjects for 2023 starts</li> <li>• Option booklet review for junior curriculum with new 'modules' included for student choice</li> <li>• Input into report to parents and supporting document for 21<sup>st</sup> C learning at GHS</li> </ul>			Term 1/2	
<ul style="list-style-type: none"> <li>• Support staff with 365 training.</li> <li>• Induction training with new staff – update staff guidelines booklet</li> </ul>	AC	Tailored to individual staff through Microsoft Educator Centre		
<b>Students</b> <ul style="list-style-type: none"> <li>• Develop skills using 365 as an online platform for learning: <ul style="list-style-type: none"> <li>• Y9 Induction: Basic skills and introduction to 365 apps through integrated class programme.</li> <li>• Y10 – Y11: Develop competency using 365 tools</li> </ul> </li> </ul>	AC			
<b>Departments</b> <ul style="list-style-type: none"> <li>• HODs contribute to evaluation of their chosen 21<sup>st</sup> C learning skill and digital app</li> <li>• Departments continue to develop curriculum with using SAMR for activity design and ITL Rubrics for learning programme design and can show this in their schemes of work.</li> </ul>	HODs			
<b>Community</b> <ul style="list-style-type: none"> <li>• Receive communication about 21<sup>st</sup> C learning at Gore High School.</li> </ul>	AC			

## GORE HIGH SCHOOL ANNUAL PLAN, 2022

**Strategic Aim:** Well-being

**Annual Aim:** To strengthen each person's identity and belonging in our school

**Baseline Data:**

- In 2021: successful Noho with whānau; several meetings with whānau; strong Kapahaka group; Waiata added to schoolwide haka competition
- Two Mental Health Foundation lessons were held in Hauora time in 2021
- PB4L has been re-branded as the Gore High Way
- A staff well-being group was formed and is active

**Targets:**

- Launch a new Te Ao Haka (Māori performing Arts) course into the curriculum
- Support the new te Reo Māori teacher
- Form a positive and helpful relationship with the new māori advisor to school – Heemi
- Ensure 4 mental health foundation lessons are run during Hauora time this year
- Implement several of the ideas put forward by the staff well-being group

<b>Actions to achieve targets</b>	<b>Led by</b>	<b>Resources</b>	<b>Timeframe</b>	<b>Progress</b>
• Timetable Te Ao Haka	Mel and Monika	Timetable priority	T1	
• Appoint Te Ao Haka Māori teacher and resource development in this area	RC	MMA	T1	
• Strategically timetable and resource Kapahaka	Mel and Monika	Timetable priority	T1	
• Run 2 noho marae	Mel, Sam, Hemi		T2 and T3	
• Continue with whanau hui group	Mel, Tania,		All year	
• Refresh whānau room and welcome new te reo teacher	Mel + team	\$\$	T1	
• Resource te reo teacher in recognition of programme development	RC	MMA	T1	
• Develop relationship with Hemi, new Māori advisor	RC, Mel	\$\$ for hourly payment	ongoing	
• Meet with Sarah le Roux, choose mental health lessons and implement	RC		T1 and ongoing	
• Assist and promote staff well-being group	RC	Time and some \$	Ongoing	
• Report to Board twice throughout the year regarding the progress of the well-being group	RC		T1 and T3	

## GORE HIGH SCHOOL ANNUAL PLAN, 2022

### **Strategic Aim: Pathways Forward**

**Annual Aim:** to encourage all forms of leadership. To promote healthy cultures in the school, based around growth of the individual.

#### **Baseline Data:**

- One career session delivered to staff in 2021 PD
- New student leadership opportunity at Y10 (and going into Y11).
- New Kaitautoko Rangatahi Head Student leader appointed.
- Seven staff completed 'Learning Talk' programme with Deirdre McCracken

#### **Targets:**

- Provide extra support for student leaders, during this challenging Covid environment
- Provide one 'Learning Talk' opportunity per term for staff.
- Plan for three staff sessions on career pathway planning.

<b>Actions to achieve targets</b>	<b>Led by</b>	<b>Resources</b>	<b>Timeframe</b>	<b>Progress</b>
• Support Head Students with communication and activity planning in a more 'virtual' environment	RC		Ongoing	
• Summarise Learning Talk strategies and prioritise in order of usefulness	RC		T1	
• Work with Senior Leadership and others to trial Learning Talk strategies during staff PD and other opportunities.	RC, Mel, Amy		Ongoing	
• Meeting with Careers staff to discuss needs	RC		T1	
• Plan for delivery of Careers knowledge to staff	Debbie	PD Time (Amy)	Ongoing	