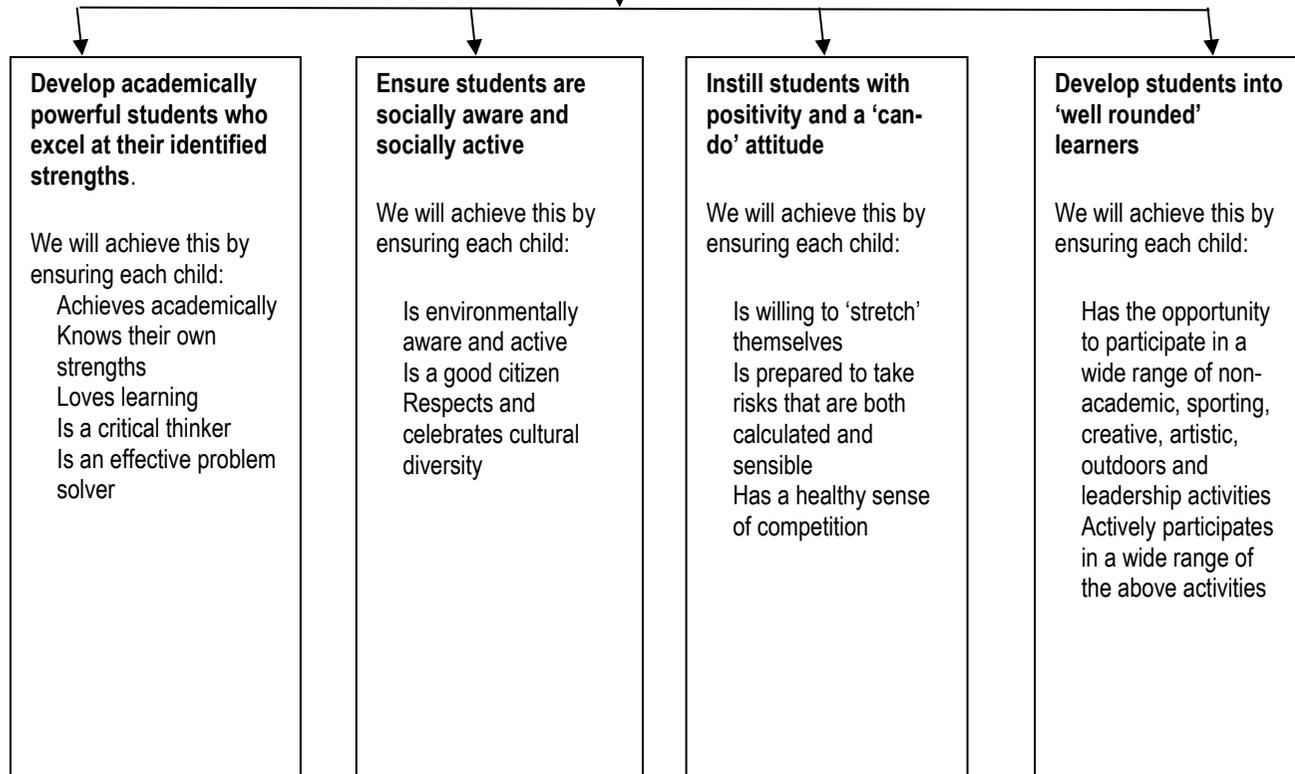


# CHARTER 2019 – 2021

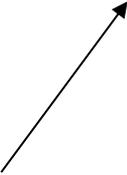
## MISSION

We will achieve our vision by *passionately preparing people for life.*



National Standards  
All students are successfully able to access the NZC as evidenced by their progress and achievement in relation to the Gladstone expectations  
The Gladstone expectations are used to support improvement in student learning  
Students have increased ownership of their Learning and know their “next steps” to achieving at the Gladstone expectations

**GLADSTONE PRIMARY  
SCHOOL CHARTER  
2019-2021**



**Ratification of Charter**  
Minuted at BOT meeting February  
2019



Submission to **MOE**  
March 2019

**MISSION:** "Passionately preparing people for life"

**EXPLANATION:** "Our programmes will be of real interest to the learner, delivered in an enquiry style that is motivating and exciting for each and every learner. It will allow them to discover, to take risks and to have fun. Students should always be wondering, imagining and excited about the journey they are on. Programmes will be tied together with strong relationships that will ensure our kids are passionately prepared for their next step."

**STRATEGIC GOALS**  
**2019-2021**  
Gladstone Primary Schools Strategic Goals are to produce students who will be:

- Academically powerful, excelling at their identified strengths
- Socially aware and socially active
- Positive with a "can-do" attitude
- Well rounded learners

**School Priorities:**  
Numeracy and Numeracy Assessment  
Literacy  
NZC  
National Standards  
Education for Sustainability  
ICT  
The Arts

**VISION:**  
To have students who are inspirational and innovative learners who are socially just and academically powerful.

**VIVID DESCRIPTORS** – our vision means we have students who are:

**The Gladstone Way**  
Be Respectful  
Be Inclusive  
Be Responsible  
Be the best Learner You Can Be  
Be Safe

## ***Cultural Diversity and the Maori Dimension***

### **The school will reflect:**

- New Zealand's cultural diversity -

By encouraging students to share elements of their cultural heritage to celebrate New Zealand's cultural diversity.

All staff will treat students as individuals with unique differences, talents and cultural values and perspectives that will be respected.

Differing cultural backgrounds of students is viewed as adding to the tapestry of our school.

- The unique position of the Maori culture -

Gladstone Primary School will encourage the use of Te Reo Maori and tikanga Maori in class programmes appropriate to the knowledge level of staff and seek assistance from Maori staff/parents/caregivers to develop these.

The school will foster the continuation of the kapa haka group.

### **What reasonable steps will the school take to incorporate tikanga Maori (Maori culture and protocol) into the school's curriculum?**

Programmes will have a Maori dimension wherever possible. Greetings, commands and language related to everyday "labels" for objects and for days, dates and numeration will be used. All students to create their own pepeha.

The Maori Focus Team will assist in keeping all staff/WWG aware of significant dates and events eg Matariki; Maori Language Week; Treaty of Waitangi.

Staff meetings will focus on Te Reo and tikanga Maori

The school will continue to work on embracing the importance of Te Reo Maori and demonstrate this by updating the website to include a stronger bilingual element.

We will refer and entrench the Whanau Fono Working Group as working in collaboration with Gladstone (including the Maori Focus Team) to really drive the 'engagement' focus of the WWG.

Whanau fono group meets every week.

The Whanau fono Working Group meets 6 times a year

### **What will the school do to provide instruction in te reo Maori (Maori language) for full time students whose parents ask for it?**

All such requests will be given full and careful consideration by the Board of Trustees with regard to personnel with the requisite skills and qualifications, the overall school financial position, and availability of accommodation within the school. The school currently employs a Te Reo tutor 3 days a week.

### **What steps will be taken to discover the views and concerns of the school's Maori community?**

The School will consult with the Maori community and they will be kept informed about Maori achievement.

### Strategic Goals 2019 - 2021

Gladstone Primary Schools Strategic Goals are to produce students who will be			
	2019	2020	2021
1. Academically powerful excelling at their identified strengths	<ul style="list-style-type: none"> <li>● Staff PLD – Formative Assessment, Student Voice, Numeracy, Literacy focus</li> <li>● Community of Learning – Goals Science, Transition between COL schools and pre-schools</li> <li>● To continue to focus on high quality effective support programmes for students with special education needs – Formative Assessment , Target students, the ‘Wonderwall’ , Experiential learning support enrichment programmes, Tournaments of Mind.</li> <li>● Director of Support and Guidance</li> <li>● To use assessment information (NS and Standardised) to plan programmes targeted to raising student achievement</li> <li>● To raise Pasifika and Maori and boys achievement levels in (Maths/Reading) to 85% at or</li> </ul>	<ul style="list-style-type: none"> <li>● Numeracy/Literacy</li> <li>● COL Goals</li> <li>● Range of in-class and withdrawal programmes to cater for students with Special Needs</li> <li>● Director of Support and Guidance</li> <li>● 3 AP’s released – major part of their job is to provide these programmes</li> <li>● To raise Pasifika and Maori Achievement levels in Maths/Reading to 85% at or above and in Writing 80% at or above/expectation (as per NZC)</li> </ul>	<ul style="list-style-type: none"> <li>● Numeracy/Literacy</li> <li>● COL Goals</li> <li>● Range of in-class and withdrawal programmes to cater with students with Special Needs</li> <li>● Director of Support and Guidance</li> <li>● 3 AP’s released – major part of their job is to provide these programmes</li> <li>● To raise Pasifika and Maori Achievement levels in the NS (Maths/Reading) to 85% at expectation or above and in Writing 80% at or above expectation (as per NZC)</li> </ul>

<p>2. Socially aware and socially active</p> <p>3. Positive with can do attitude</p> <p>4. Well rounded learners</p>	<p>above and in Writing to 80% at or above expectation (as per NZC)</p> <p>Currently Reading – Maori 83% Pasifika 71%, Boys 82%</p> <p>Currently Maths – Maori 77%, Pasifika 79%, Boys 87%</p> <p>Currently Writing –Maori 77% Pasifika 69%, Boys 69%</p> <ul style="list-style-type: none"> <li>● To provide opportunities for students to learn about and action sustainable practices and be involved in events that benefit our school and the wider community</li> <li>● To provide a wide range of educational and other opportunities that will challenge and motivate them. This will include exposing them to a range of positive role models</li> <li>● To provide a wide range of opportunities for our students to participate in and to recognise achievement school wide</li> </ul>	<ul style="list-style-type: none"> <li>● Understanding &amp; respecting the bi-cultural nature of Aotearoa</li> <li>● To celebrate the diversity of living in a large metropolitan centre</li> <li>● To provide opportunities for students to learn about and action sustainable practices and be involved in events that benefit our school and the wider community</li> </ul>	
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Strategic Goal: To Develop Academically Powerful Students Who Excel at their Identified Strengths.



<p>teachers. It will become a collaborative target to clear the wonder wall ie move all the students to standard (or at minimum accelerate their learning.</p> <ul style="list-style-type: none"> <li>• Experiential learning support groups. The leadership team have had intense discussion around the students who have difficulty reaching expectation looking at the factors that could contribute to this. A common factor that was identified was the lack of experiences outside of school. In 2019 the students who fit this criteria will be involved in the trial of experiential learning support. Their programme will involve excursions and events outside school with the aim of enhancing their achievement in literacy, particularly in Oral and Written language.</li> </ul>	AP Senior and Middle schools	Terms 1-4	\$7500	
<p><b>Science</b></p> <ul style="list-style-type: none"> <li>• Introduction and professional development of the Science Capabilities. Developed in conjunction with Kowhai Intermediate and MAGS (through the CoL).</li> <li>• Continued development of the TEDIE model in relation to teaching science. Including collection of examples of good teacher practice.</li> <li>• Intentional integration of science and</li> </ul>	Joshua Burrowes	Terms 1-4	\$3,600	

technology in teachers' planning.				
<p><b>The Arts</b></p> <ul style="list-style-type: none"> <li>● Development of all 4 strands of the Arts, through integration into other curriculum areas. This will give teachers the confidence to create art without the need to “sacrifice” learning time in the core areas of reading, writing, and maths.</li> </ul>	Tim Faville	3 PD Sessions in the first half of 2019.	\$1,500	
<p><b><u>Inquiry</u></b>  <i>For the TEDIE inquiry model to be embedded within the school culture</i>  All students will be:</p> <ul style="list-style-type: none"> <li>- exposed to the TEDIE model of inquiry</li> <li>- Responding to inquiry learning in a variety of ways</li> <li>- Involved in the direction of any inquiry</li> </ul> <p>Tracking</p> <ul style="list-style-type: none"> <li>● Evidence of inquiry in classrooms (displays/learning stories/digital platforms)</li> <li>● Inquiry needs to be planned for, timetabled and integrated across the curriculum</li> <li>● Demonstrate learning progressions over time</li> <li>● Continued professional development of the TEDIE model with teaching staff.</li> <li>● Building up bank of assessment</li> </ul>	Kahli Oliveira/Joshua Burrowes	Terms 1-4	\$1,200	

information, including exemplars from curriculum levels 1-4. <ul style="list-style-type: none"> <li>Continued restructure of the Exhibition of Learning to promote independent learning in school and at home.</li> </ul>				

How will we achieve this	Led by	Timeframe	Budget	Outcome and Future focus
<b>Digital Technology</b> <ul style="list-style-type: none"> <li>Using a wide variety of digital tools to build and enhance children’s digital fluency.</li> <li>Teaching teachers and children to use digital tools for creation rather than consumption.</li> <li>Integrating digital technology into all areas of the curriculum.</li> <li>Working with Family Zone and Deriskme to teach Cybersafety and protect children online.</li> </ul>	Lynsey Yelland and Digital Technology Pod  Teachers	Terms 1-4  Term 1	\$125,000	
<b>Teaching as Inquiry or Practice Analysis Conversations being trialled in the Senior/Middle Schools</b> <ul style="list-style-type: none"> <li>Professional Analysis Conversations (PAC) are professional conversations that aim to improve focused feedback among teachers that are essential for developing great leadership, teaching and student learning. Underpinning PACs is the belief that effective professional development depends on the quality of conversations as teachers negotiate meaning with one another and learn from</li> </ul>	Senior and Middle School experienced teachers	Term 1-4		

<p>those with specialist expertise.</p> <p><u>PAC works on 5 enablers for Professional Conversations:</u></p> <ul style="list-style-type: none"> <li>● Clear purpose and structured processes that engage and test ideas and solutions about the possible causes of teaching and learning problems, including videoing, discussions, feedback and feedforward.</li> <li>● Develop and use refined/revised/new actionable knowledge for practice.</li> <li>● An inquiry-focused and problem-solving culture with collective responsibility for solving problems and making a difference.</li> <li>● Relationships of trust, challenge and mutual respect to develop and improve outcomes.</li> <li>● Resources in the form of tools and expertise to help identify effective practice and relevant evidence.</li> </ul> <p><i>From Helen Timperley, PhD</i></p>				
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How we will achieve this	Led By	Timeframe	Budget	Outcome and Future Focus
<p>By being a “Good Employer”</p> <ul style="list-style-type: none"> <li>● Ensure there is a professional climate where effective teaching practice is supported</li> <li>● Ensure systems are in place, so that the Board fulfils its role as a “Good Employer”</li> <li>● To provide resources and professional</li> </ul>	<ul style="list-style-type: none"> <li>● Principal</li> <li>● Deputy and Associate Principals</li> <li>● Principal</li> <li>● Deputy and Associate Principals</li> </ul>	<ul style="list-style-type: none"> <li>● Ongoing</li> <li>● Ongoing</li> </ul>		

<p>learning, to ensure an ongoing high level of staff performance</p> <ul style="list-style-type: none"> <li>● To provide a physical environment that enables staff and students to achieve the stated student achievement and personnel goals</li> <li>● To ensure our school is a safe place to work by committing to meet the requirements of the Health and Safety at Work Act 2015</li> <li>● Health and Safety Training for staff-Teacher Only Days</li> <li>● Continue to refine the Medical room digital records of accident</li> <li>● Implement a risk management policy</li> </ul>	<ul style="list-style-type: none"> <li>● Principal</li> <li>● DP and APs</li>   <li>● BOT and Principal</li>   <li>● BOT and Principal</li> <li>● School Nurse</li> <li>● All staff</li> </ul>	<ul style="list-style-type: none"> <li>● Ongoing</li>   <li>● Ongoing</li> </ul>	\$196,000	
<ul style="list-style-type: none"> <li>● To ensure the school maintains and continues to develop high quality facilities to support teaching and learning</li> <li>● To refurbish Rooms 9-25 to create flexible learning spaces</li> </ul>	<ul style="list-style-type: none"> <li>● Prop Manager</li> <li>● BOT</li> <li>● Principal</li> <li>● Executive Officer</li> </ul>	March	\$409,000	
<p>By allocating finances to reflect our priorities as indicated in the Annual Plan</p>	<ul style="list-style-type: none"> <li>● BOT, Principal, EO, Curriculum Team Leader</li> </ul>	T4	As per budget	

**Strategic Goal: To Ensure Students are Socially Aware and Socially Active**





<ul style="list-style-type: none"> <li>remembering this goal is more than just participating in “things”)</li> <li>● By promoting and recognising achievement in class and mini school and school wide</li> <li>● By providing opportunities for our students to learn and know about the world they live in</li> </ul>	<ul style="list-style-type: none"> <li>● All Staff</li> <li>● All Staff</li> </ul>	<p>Ongoing</p> <p>Ongoing</p>		
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**ANNUAL TARGETS FOR EDUCATION 2019**

<b>Our Goal:</b>	<b>Annual Target:</b>	<b>Baseline Data:</b>	<b>Action to achieve the target</b>	<b>Led By</b>	<b>Outcome</b>
<ul style="list-style-type: none"> <li>● To raise the rate of progress for all students at risk of not achieving expected levels in maths. ( Goal is to have 85% achieving at or above expected levels)</li> </ul>	<ul style="list-style-type: none"> <li>● Students below expected levels will make more than one years progress</li> </ul>	<ul style="list-style-type: none"> <li>● 86% of All Students at Gladstone are achieving At or Above the Gladstone Curriculum Expectation</li> <li>● Boys and girls achieving at the same levels ( 87% boys/86% girls)</li> <li>● 86% of Asian students at Gladstone are achieving At or Above the Gladstone Curriculum</li> </ul>	<ul style="list-style-type: none"> <li>● Professional Development run by an independent contractor has been planned for 2019. Throughout 2019, Lucie Cheeseman will work collaboratively alongside teachers in classrooms, modelling using an inquiry based mathematics approach. Term 1 in-class support will focus on our 4 teachers who are PRTs.</li> <li>● Clarifying Overall Teacher Judgements</li> </ul>	<ul style="list-style-type: none"> <li>● Math’s Leader and Math’s Curriculum Team</li> <li>● Lucie Cheeseman</li> </ul>	

		<p>Expectation</p> <ul style="list-style-type: none"> <li>● 79% of Pasifika students at Gladstone are achieving At or Above the Gladstone Curriculum Expectation</li> <li>● 77% of Maori students at Gladstone are achieving At or Above the Gladstone Curriculum Expectation</li> </ul>	<p>for National Standard / Gladstone Curriculum Expectation will also be a focus of Lucie Cheeseman's professional development.</p> <ul style="list-style-type: none"> <li>● The Mathematics Curriculum Leader will observe teaching of Mathematics in all classrooms. The aim of this is to identify current teacher strengths within the school and to utilise those strengths to continue to develop all staff and strengthen practice.</li> <li>● Lucie Cheeseman's Professional Development in term 3 will be for key nominated people across the school. The aim of this will be to develop a range of teachers across various year levels who show a particular strength in teaching Mathematics. These teachers will continue</li> </ul>		
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			<p>to support teachers in strengthening their practice.</p> <ul style="list-style-type: none"><li>● Continue to withdraw students from their classroom programme to attend learning support in small group situations. This learning support is in addition to their classroom teacher time and will involve the students in unpacking word problems that develop strategies and knowledge.</li><li>● Raise teachers' awareness of their students' achievement levels and track student progress proactively. This will highlight the students in need of interventions such as learning support, parent support or alternative teaching practices.</li><li>● Students learn how to identify maths</li></ul>		
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			<p>knowledge gaps (with the support of teachers) and are encouraged to be select maths practice that supports independent time learning.</p> <ul style="list-style-type: none"><li>● Allow time for students to be involved in rich tasks to consolidate their number knowledge. This will continue to be a focus for 2019 teacher practice and will ongoing through in-class support with Lucie Cheeseman.</li><li>● Achieved Stage 8 students will be extended through word problems and rich tasks.</li><li>● Mixed ability problem solving groups will continue to be implemented into the middle and Senior School throughout 2019.</li><li>● During 2019 high ability/GATE students</li></ul>		
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			<p>that have been identified through 'up testing' in PATs will be part of an extension programme.</p> <ul style="list-style-type: none"><li>● Targeted teacher professional development focussing on working with high ability/cluster maths students to be held in Term 1, 2019.</li><li>● Clustering of high ability Maths students will continue in 2019.</li><li>● Continue with the High Learning Needs and ORS Mathematics Programme throughout 2019.</li><li>● Team leaders to closely monitor Maths data and results each term to ensure interventions are made early for students causing concern.</li><li>● Flexible grouping will continue to be fine-tuned throughout 2019. Allowing for</li></ul>		
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			students to opt into different teaching groups depending on the needs of the students (encourages students to identify and be proactive about their learning needs).		
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<b>Our Goal:</b>	<b>Annual Target:</b>	<b>Baseline Data:</b>	<b>Action to achieve the target</b>	<b>Led By</b>	<b>Outcome</b>
To raise the rate of progress for all students at risk of not achieving at the expected levels in Reading ( Goal is to have 85% achieving at or above expected levels)	Students below or well below the expectations will make more than one year's progress	<p>77%) of Asian students are achieving at or above the Curriculum. This is below our target of 85%.</p> <p>71% of Pasifika students are achieving at or above the Curriculum Expectations.</p>	<p>To continue mentoring, modelling and observations around the successful components of a balanced reading programme.</p> <p>Associate Principals to continue to provide Reading Together workshops for parents.</p> <p>Professional development 2019:            -The Teaching of Phonics (Yolanda Soryl)            -Teaching as Inquiry for Assessment focus on Literacy - Evaluate Associates            -Engaging boys in Literacy - Phill Simpson</p> <p>Continue to upskill and build competency and confidence in teachers to make informed Overall Teacher Judgements through the collection of a range of evidence. (Eg. PM Benchmarks, STAR testing, 6 Year Nets, PAT testing).</p>	<ul style="list-style-type: none"> <li>• Literacy Leader and English Curriculum Team</li> <li>• AP's</li> </ul>	

			<p>Continue to focus on consolidating and building on early literacy skills from Year 0 into Year 1.</p> <p>Robust tracking systems to identify students not achieving Curriculum Expectations. This is to track progress and provide learning support through learning assistants.</p> <p>The above action plan to further lift students achievement takes into consideration the following:  -175 funded English Language Learners  -8 ORS students  -5 High Learning Needs students</p>		
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<b>Our Goal:</b>	<b>Annual Target:</b>	<b>Baseline Data:</b>	<b>Action to achieve the target</b>	<b>Led By</b>	<b>Outcome</b>
To increase the number of students achieving at or above expectations. for writing ( Goal is to have 80% achieving at or above expected levels)	Students below expectations will make more than one year's progress	<ul style="list-style-type: none"> <li>78% of students are achieving at or above the Curriculum Expectations.</li> <li>77% of Maori students are achieving at or above Curriculum Expectations.</li> <li>69% of the Pasifika students are achieving at or above the Curriculum Expectations.</li> </ul>	<p>Observations of experienced teachers of Literacy in school to model successful components of a writing programme.</p> <p>Associate Principals to continue to provide literacy workshops for parents.</p> <p>Professional development:  -The Teaching of Phonics (Yolanda Soryl)  - Teaching as Inquiry for Assessment focus on Literacy - Evaluate Associates  -Engaging boys in Literacy - Phill Simpson.</p> <p>Writing Moderation Meetings - Continue to upskill and build competency and confidence in teachers to make informed</p>	<ul style="list-style-type: none"> <li>Literacy Leader and English Curriculum Team</li> <li>AP's</li> </ul>	

		<ul style="list-style-type: none"> <li>70% of boys are achieving at or above the Curriculum Expectation, Discrepancy between male and female students achieving at or above the Curriculum Expectations. (69.3% Male and 85.3% Female)</li> </ul>	<p>Overall Teacher Judgements through the collection of a range of evidence.</p> <p>Continue to focus on consolidating and building on early literacy skills from Year 0, 2, 3 - Phonics .</p> <p>Robust tracking systems to identify students who are not making progress. This will enable us to provide learning support for these students.</p> <p>Tracking of Accelerated learning in classes</p> <p>The above action plan to further lift students achievement takes into consideration the following:</p> <ul style="list-style-type: none"> <li>-175 funded English Language Learners</li> <li>-8 ORS students</li> <li>-5 High Learning Needs students</li> </ul>		
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