

CHARTER 2018 - 2020

VISION

Gladstone students are;

- INSPIRATIONAL



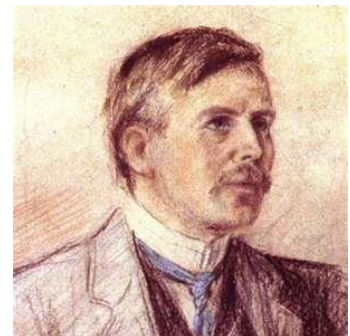
- INNOVATIVE



- SOCIALLY JUST



- ACADEMICALLY POWERFUL

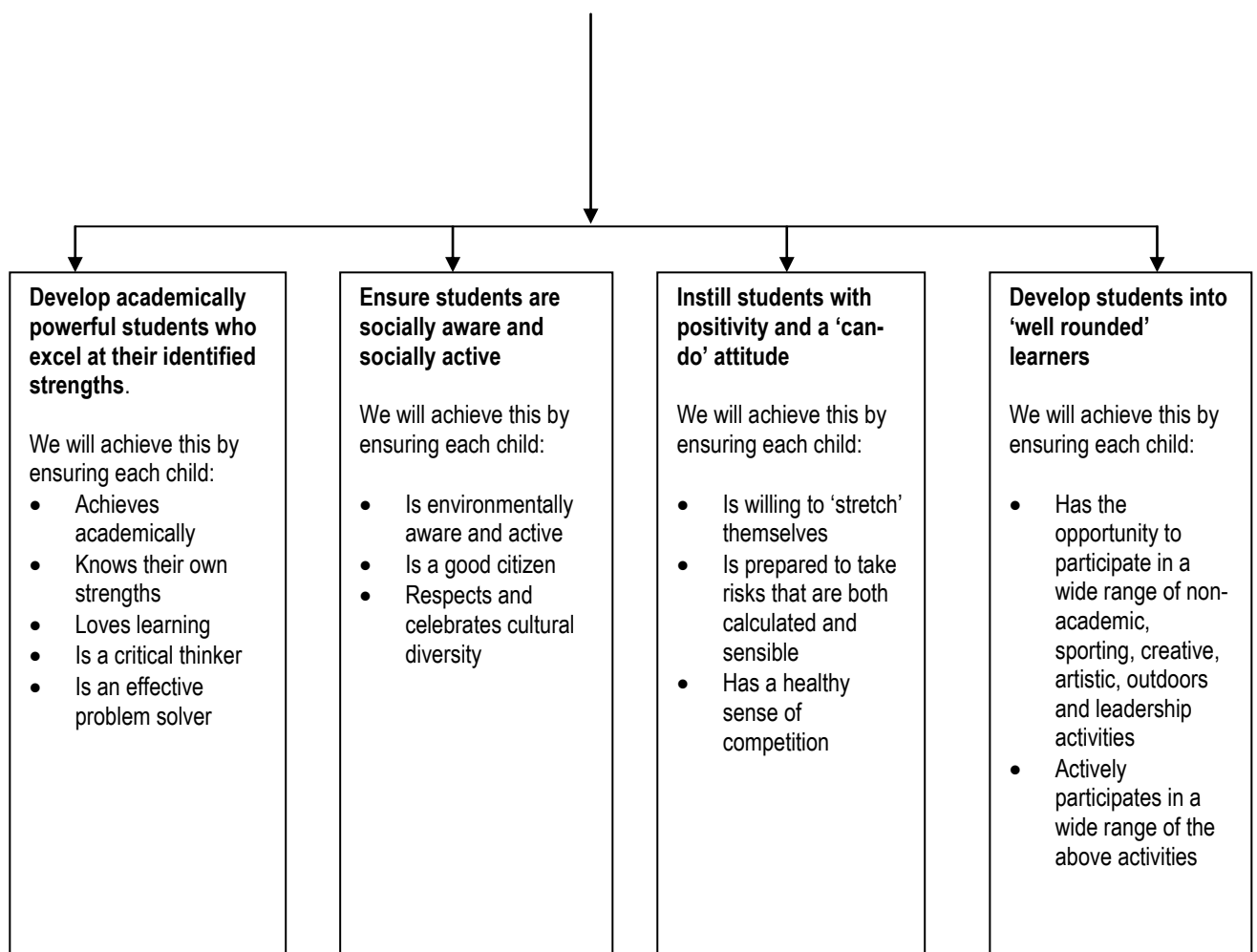


CHARTER 2018 - 2020



MISSION

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



**GLADSTONE PRIMARY
SCHOOL CHARTER
2018-2020**



National Standards

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

Ratification of Charter

- Minuted at BOT meeting February 2018

Submission to MOE

March 2018

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

2018-2020

Gladstone Primary Schools Strategic Goals are to produce students who will be:

1. Academically powerful, excelling at their identified strengths
2. Socially aware and socially active
3. Positive with a “can-do” attitude
4. 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:

- | | | |
|---------------------|----------------------------|-----------------------------|
| • Confident | • Effective communicators | • Immersed in real learning |
| • Questioning | • Healthy & Fit | • Risk – takers |
| • Ambitious | • Responsible | • Positive & Optimistic |
| • Full of potential | • Technologically literate | • Compassionate |
| • Fair minded | • Interested | • Honest |
| • Civic Minded | | • Enthusiastic |
| • Persevering | | • Life long learners |

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.
- The Maori Focus Team will assist in keeping all staff aware of significant dates and events eg Matariki; Maori Language Week; Treaty of Waitangi.
- Staff meetings will focus on Te Reo and tikanga Maori.

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.

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 2018 - 2020

Gladstone Primary Schools Strategic Goals are to produce students who will be			
	2018	2019	2020
1. Academically powerful excelling at their identified strengths	<ul style="list-style-type: none"> • Staff PLD – Formative Assessment, Student Voice, Numeracy, Literacy focus • Community of Learning – Goals Learner Agency, Transition between COL schools, Whanau engagement • To continue to focus on high quality effective support programmes for students with special education needs – Formative Assessment PD – • Director of Support and Guidance • To use assessment information (NS and Standardised) to plan programmes targeted to raising student achievement • To raise Pasifika and Maori Achievement levels in (Maths/Reading) to 85% at or above and in Writing to 80% at or above expectation (as per NZC) <p>Currently Reading – Maori 74% Pasifika 75%</p>	<ul style="list-style-type: none"> • Numeracy/Literacy • COL Goals • Range of in-class and withdrawal programmes to cater for students with Special Needs • Director of Support and Guidance • 3 AP's released – major part of their job is to provide these programmes • 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) 	<ul style="list-style-type: none"> • Numeracy/Literacy • COL Goals • Range of in-class and withdrawal programmes to cater with students with Special Needs • Director of Support and Guidance • 3 AP's released – major part of their job is to provide these programmes • 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)

2. Socially aware and socially active	Currently Maths – Maori 72%, Pasifika 68% Currently Writing –Maori 70% Pasifika 62%		
3. Positive with can do attitude	<ul style="list-style-type: none"> • 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 		
4. Well rounded learners	<ul style="list-style-type: none"> • 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 • To provide a wide range of opportunities for our students to participate in and to recognise achievement school wide 		

Strategic Goal: To Develop Academically Powerful Students Who Excel at their Identified Strengths.

How We Will Achieve This	Led By	Timeframe	Budget	Outcome and Future Focus
Professional Development Programme <u>Writing</u> – see Educational Target	Louise Dempsey English Pod	5 PD days throughout 2017	\$10,000	

How We Will Achieve This	Led By	Timeframe	Budget	Outcome and Future Focus
Special Needs <ul style="list-style-type: none"> Continuing to develop and enhance teaching and learning strategies and programmes to support students with special needs (including gifted and talented students). This will happen both within the class room and in withdrawal groups. The withdrawal Support programme is taken by our most experienced teachers. 	AP's Colin Laing Dianne Chambers	Terms 1-4	\$239,000	

<p>Formative Assessment - Assessment capability and teacher effectiveness</p> <ul style="list-style-type: none"> • into Curriculum areas other than writing • Evaluation happening as a critical tool for teachers. In learning areas, what do I need to evaluate that will give me insight into the student's ability / thinking / understanding? • Effective implementation of a writing programme and all its components. How is this scaffolded to the students? What is essential to begin with? • Enhancing visible learning to grow self and peer assessment so students can access the power and knowledge to support each other accurately. • PLD groups for self and peer assessment across the school • Continued PD around Student Voice and Formative Assessment • What does effective Student Agency look like? Power over Learning vs. Power in Learning. 	<p>Jesse Lee Dave Shadbolt</p>			
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<p>negotiate meaning with one another and learn from those with specialist expertise.</p> <p><u>PAC works on 5 enablers for Professional Conversations:</u></p> <ul style="list-style-type: none"> • 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. • Develop and use refined/revised/new actionable knowledge for practice. • An inquiry-focused and problem-solving culture with collective responsibility for solving problems and making a difference. • Relationships of trust, challenge and mutual respect to develop and improve outcomes. • Resources in the form of tools and expertise to help identify effective practice and relevant evidence. <p>From Helen Timperley, PhD</p>				
<p><u>Student Voice</u> - To develop students assessment capabilities</p> <ul style="list-style-type: none"> • Develop practice around formative assessment (Data collection, analysis and use). • <u>Assessment for Learning</u> and the agency given to students. • <u>Assessment capability</u> in the students as a changing result of the language used in class. • <u>Student Evaluation</u> of self and evaluation of others 	Jesse Lee	Ongoing	\$5,000	

<ul style="list-style-type: none"> • <u>Embedding</u> Student Voice in planning templates • Understanding within the community about what Student Voice is • Teachers <u>trusting and guiding students</u> to construct Success Criteria 				
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How we will achieve this	Led By	Timeframe	Budget	Outcome and Future Focus
By being a “Good Employer” <ul style="list-style-type: none"> • Ensure there is a professional climate where effective teaching practice is supported • Ensure systems are in place, so that the Board fulfils its role as a “Good Employer” • To provide resources and professional learning, to ensure an ongoing high level of staff performance • To provide a physical environment that enables staff and students to achieve the stated student achievement and personnel goals • 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 	<ul style="list-style-type: none"> • Principal • Deputy and Associate Principals • Principal • Deputy and Associate Principals • Principal • DP and APs • BOT and Principal • BOT and Principal • All staff 	<ul style="list-style-type: none"> • Ongoing • Ongoing • Ongoing • Ongoing 	\$196,000	
<ul style="list-style-type: none"> • To ensure the school maintains and continues to develop high quality 	<ul style="list-style-type: none"> • Prop Manager • BOT 	January	\$72,000	

<p>facilities to support teaching and learning</p> <ul style="list-style-type: none"> • To refurbish Rooms 1-4 and the deck to create flexible learning spaces • To investigate extending the hall 	<ul style="list-style-type: none"> • Principal • Executive Officer 	<p>April</p>	<p>\$305,000</p> <p>\$292000 (QS estimate 2015)</p>	
<p>By allocating finances to reflect our priorities as indicated in the Annual Plan</p>	<ul style="list-style-type: none"> • BOT, Principal, EO, Curriculum Team Leader 	<p>T4</p>	<p>As per budget</p>	

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

How Will We Achieve This	Led By	Timeframe	Budget	Outcome and Future Focus
<p>Continue to develop and sustain an overall vision with clear aims:</p> <ul style="list-style-type: none"> • Take responsibility for caring for our environment • Reduce/reuse/recycle our waste • Our ECO squad will take a leadership role in ensuring sustainable practices are occurring across the school • Bring waste free lunches • Learning to use our worm farm • Plant, grow, and harvest vegetables • Work collaboratively on environmental projects • Make connections to local and global environmental issues • Reflect on ways to improve our sustainable practices • Take action by trying to minimize our impact on the environment 	<p>Ed 4 Sustainability Team Eco Squad</p> <p>Whole school buy in</p>	<p>Shared at TOW and to be displayed in classrooms</p>		

<p>Run efficient waste management systems</p> <ul style="list-style-type: none"> • Worm farm • Recycling • Waste minimisation initiative (waste free lunches) <p>This will be done by: Specific training of 'eco squad' within the senior school as leaders in classrooms School wide eco squad that will monitor and track classrooms and feedback to mini schools. Draining worm farm once per week Daily recycling Waste audit (1 per year)</p> <p>Waste Free Lunches To develop a school wide 'waste free' culture that is fostered, encouraged and bought into.</p> <ul style="list-style-type: none"> • NE pack to include flier about Waste free lunches. • Year groups to monitor waste free lunches • Spot prizes given out by ECO squad • Class rewards <p>ECO SQUAD : will be our school wide group that will monitor, practice and promote sustainability at Gladstone</p> <ul style="list-style-type: none"> • Senior school students selected for the year • 2/3 Eco Warriors per class selected • ECA run once per week: trained to use our worm farm, recycling, rubbish, Chill and Grill, planting, weeding 	<p>Whole school Ed 4 Sustainability Team Eco Squad</p> <p>Akld Council Support</p> <p>All teachers Community</p> <p>Co-ordinate with Gaye</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>		
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<p>Sustainability in Action To develop awareness around issues facing our school, community, country and world.</p> <ul style="list-style-type: none"> • Term 3 construct preparation of ideas and possible EOTC • Year overview of events (shared at TOW) • Cupcake Day (Term 3) • Walk to school days (1 per Term) • Involvement in travelwise initiative • Involvement in Oakley Creek 	<p>Ed 4 Sustainability Team POD Eco Squad Whole School</p> <p>Enviro school co-ordinator (Nicky Elmore)</p>	<p>Term 1 & 2 preparation</p>		
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Strategic Goal: Instil students with positivity and a 'can-do' attitude

How Will We Achieve This	Led By	Timeframe	Budget	Outcome and Future Focus
<ul style="list-style-type: none"> • By continuing to provide programmes and opportunities that meet needs, challenge and support students to go to their next step • By being role models as staff – showing students that we have the same attitude demonstrate a positive attitude towards all stakeholders – use positive language, participation in school activities, sharing our goals with students, modeling the first step, use positive, descriptive and specific feedback, challenge students to move beyond their comfort zone. • By continuing to provide challenges outside the classroom – camps, sports, Gladstone's Got Talent • By providing a wide range of leadership opportunities eg: House Captains, Road Patrol, Librarians, Peer Mediators, Student Council 	<ul style="list-style-type: none"> • APs • Team Leaders • Teaching Staff • All Staff • All Staff • APs • Team Leader 	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>		

Strategic Goal: Develop students into 'well rounded' learners

How Will We Achieve This	Led By	Timeframe	Budget	Outcome and Future Focus
<ul style="list-style-type: none"> • By providing a wide range of opportunities for students to participate in eg: the ECAs, Developmental, Options, Camps, Trips AND encouraging students to participate in these (while remembering this goal is more than just participating in "things") • By promoting and recognising achievement in class and mini school and school wide • By providing opportunities for our students to learn and know about the world they live in 	<ul style="list-style-type: none"> • All Staff • All Staff • All Staff 	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>		

ANNUAL TARGETS FOR EDUCATION 2018

Our Goal:	Annual Target:	Baseline Data:	Action to achieve the target	Led By	Outcome
<ul style="list-style-type: none"> To raise the rate of progress for all students at risk of not achieving expectation levels in math's. 	<ul style="list-style-type: none"> Our Pasifika/Maori students below or well below the standard will make more than one year progress Our students below or well below the expectations will make more than one year progress 	<ul style="list-style-type: none"> 69.1% (38/55) of Pasifika students are At or Above expectations (an increase of 1.1% from 2016). 77.3% (51/66) of Maori students are At or Above expectations (an increase of 5.3% from 2016). 	<ul style="list-style-type: none"> Professional Development run by an independent contractor has been planned for 2018. Throughout 2018 Lucie Cheeseman will run targeted workshops that teachers opt into to boost teacher practice. Clarifying Overall Teacher Judgements. Professional Development will be run for all BT and PCT teachers during 2018 to boost content knowledge (one session per term). Continue to withdraw students from their classroom programme to attend learning support in small group 	<ul style="list-style-type: none"> Math's Leader and Math's Curriculum Team Lucie Cheeseman 	

			<p>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.</p> <ul style="list-style-type: none">• 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.• Students learn how to identify maths knowledge gaps (with the support of teachers) and are encouraged to be select maths practice that supports independent time learning.		
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			<ul style="list-style-type: none"> • Allow time for students to be involved in rich tasks to consolidate their number knowledge. This will be a focus for 2018 teacher practice and will be introduced in the 2018 teacher only week. • Achieved Stage 8 students will be extended through word problems and rich tasks. • Mixed ability problem solving groups will be implemented into the Senior School throughout 2018. • During 2018 high ability/GATE students that have been identified through 'up testing' in PATs will be part of an extension programme. • Targeted teacher professional 		
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			<p>developing on working with high ability/cluster maths students to be held in Term 2, 2018.</p> <ul style="list-style-type: none"> • Clustering of high ability Maths students will continue in 2018. • Continue with the High Learning Needs and ORS Mathematics Programme throughout 2018. • Team leaders to closely monitor Maths data and results each term to ensure interventions are made early for students causing concern. • Flexible grouping will continue to be fine-tuned throughout 2018. Allowing for students to opt into different teaching groups depending on the needs of the students (encourages 		
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			students to identify and be proactive about their learning needs).		
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Our Goal:	Annual Target:	Baseline Data:	Action to achieve the target	Led By	Outcome
To raise the rate of progress for all students at risk of not achieving at the expected levels in Reading	Students below or well below the expectations will make more than one year's progress	<ul style="list-style-type: none"> • 74.3% (49/66) of Maori students are achieving at or above expectations. This is an increase of 4%. • 69.1% (38/55) of Pasifika students are achieving at or above expectations. This is an increase of 7.5%. 	<ul style="list-style-type: none"> • To continue mentoring, modelling and observations around the successful components of a balanced reading programme. • Provide learning coaching for teachers in the areas of literacy who are provisionally certified or new to the school. • Associate Principals to continue to provide Reading Together workshops for parents. • Professional development with our critical friend (Louise Dempsey). • Continue to upskill and build competency and 	<ul style="list-style-type: none"> • Literacy Leader and English Curriculum Team • AP's 	

			<p>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">• Continue to focus on consolidating and building on early literacy skills from Year 0 into Year 1.• Create a New Entrant induction checklist with the purpose to identify children who do not have basic reading skills, knowledge and understanding.• Robust tracking systems to identify students not achieving National Standards. This is		
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			<p>to track progress and provide learning support through learning assistants.</p> <ul style="list-style-type: none">• The above action plan to further lift students achievement takes into consideration the following:<ul style="list-style-type: none">- 158 funded English Language Learners- 7 ORS students- 5 High Learning Needs students		
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Our Goal:	Annual Target:	Baseline Data:	Action to achieve the target	Led By	Outcome
<p>To increase the number of students achieving at or above expectations for writing</p>	<ul style="list-style-type: none"> Students below expectations will make more than one year's progress 	<ul style="list-style-type: none"> 72.1% (303/420) of male students are achieving the expectations in writing. This is an increase of 4.7% from last year. 69.7% (46/66) of the Maori students are achieving at or above expectations. This is a decrease of 0.6% from last year. 58.2% (32/55) of the Pacifica students are achieving at or above expectations. This is a decrease of 3.4% from last year. Although 72.1% of male students are achieving at or above expectations, this is still 12.9% below our school target of 85%. Discrepancy between male and female 	<ul style="list-style-type: none"> To continue mentoring, modelling and observations around the successful components of a Writing programme. Provide learning coaching for teachers in the areas of literacy who are provisionally certified or new to the school. Associate Principals to continue to provide Reading Together workshops for parents. Professional development with our critical friend (Louise Dempsey) and additional PD with Murray Gadd 	<ul style="list-style-type: none"> Literacy Leader and English Curriculum Team Louise Dempsey AP's 	

		<p>students achieving at or above expectations. (72.1% Male and 86.1% Female)</p>	<p>through the Learning Network workshops.</p> <ul style="list-style-type: none"> • Writing Moderation Meetings - Continue to upskill and build competency and confidence in teachers to make informed Overall Teacher Judgements through the collection of a range of evidence. • Continue to focus on consolidating and building on early literacy skills from Year 0 into Year 1. • Create a New Entrant Induction checklist with the purpose to identify children who do not have basic reading skills, knowledge and understanding. • Robust tracking systems to identify students who are not making 		
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			progress. This will enable us to provide learning support for these students.		
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