

Gladstone Primary School Charter

2020 – 2022



MISSION

Passionately preparing people for life

VISION

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

STRATEGIC GOALS

Strategic Goal 1: Develop academically powerful learners who excel at their identified strengths

- Achieve academically
- Know their own strengths
- Love learning
- Are critical thinkers
- Are effective problem solvers

Strategic Goal 2: Ensure learners are socially aware and socially active

- Are environmentally aware and active
- Are a good citizen
- Respect and celebrate cultural diversity

Strategic Goal 3: Instil learners with positivity and a “can-do” attitude

- Are willing to ‘stretch’ themselves
- Are prepared to take risks that are both calculated and sensible
- Have a healthy sense of competition

Strategic Goal 4: Develop students to be well rounded learners

- Have the opportunity to participate in a wide range of non-academic, sporting, creative, artistic, outdoors and leadership activities
- Actively participate in a wide range of activities

OUR GUIDING PRINCIPLES

The Gladstone Way

Be respectful – kia whakautea

Providing an environment where learners, whanau/families and teachers recognise the importance of the unique individuals as well as the value of the school as a community

Be inclusive – kia tae ana ki ētahi

Providing a welcoming and inclusive environment for learners, whanau/families and teachers in our school community

Be responsible – kia haepapa

Fostering appreciation of the resources in our local environment and problem-solving ways of protecting them for future generations

Be the best learner you can be – kia eke panuku

Delivering a curriculum that enables all learners to become active, confident, creative and innovative learners and thinkers empowered to participate in all activities and achieve against the key competencies and learning areas of the New Zealand Curriculum

Be Safe – kia haumarū

Providing a caring environment that is emotionally, socially and physically safe for all

CULTURAL DIVERSITY AND MĀORI DIMENSION

Gladstone School celebrates the cultural richness of our community as well as all that is unique about New Zealand's bicultural heritage

National Education Goals

The Treaty of Waitangi Principles, as presented in Ka Hikitia will guide the development of programmes to ensure engagement and success for Māori students.

The Pasifika Education plan will inform our planning to ensure engagement and success for Pasifika students.

What Gladstone School is doing to reflect the cultural diversity in New Zealand?

The school curriculum will encourage students to understand and respect different cultures that make up New Zealand society. It will ensure that the experiences, cultural traditions, histories and languages of all New Zealanders are recognised and valued. The curriculum will acknowledge the unique position of Māori and the place of Pacific Island societies in New Zealand society.

We will encourage learners and their whānau/families to share elements of their cultural heritage to celebrate our community's cultural diversity.

We will recognise and value the unique position of Māori culture in New Zealand

This will be achieved by ensuring that all learners have the opportunity to acquire basic Te Reo and understanding of everyday conversational language (e.g. greetings, local places). The Treaty of Waitangi will guide our relationships and the nature of our interactions with the Māori community. We will acknowledge and respect the values, traditions and history of Māori, and observe cultural sensitivity to Tikanga Māori (Māori protocol).

What reasonable steps will be taken to incorporate Tikanga Māori into the school curriculum?

Te Reo will be integrated across the curriculum wherever this is possible. We will encourage the correct pronunciation of Māori place names and personal names and provide support to our teachers to upskill in both Tikanga and Te Reo. Opportunities will be provided for students to join the kapa haka group with students having opportunities to perform both in the school and for the wider community. We will continue to support resourcing for a dedicated Te Reo Māori teacher.

How will we ensure equitable outcomes for Māori and Pasifika communities?

We need to identify learners who are at risk of not achieving or have learning needs so that programmes and resources can be targeted to cater for individual needs. Reporting to the Board of Trustees on the achievement of Māori and Pasifika learners will be on-going ensuring targets are set and resourcing put in place.

How will we discover the views and concerns of our Māori and Pasifika community?

We will undertake engagement and consultation the school's Māori and Pasifika communities to develop and make known policies, plans and targets for improving the achievements of Māori and Pasifika students. The Whānau Fono will continue to be supported.

What will the school do to provide full-time instruction in te reo Māori for parents who ask for it for their children?

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, resources and the availability of accommodating this within the school.

Gladstone Primary Strategic Goals

2020 – 2022

Strategic goal one – Develop academically powerful learners who excel at their identified strengths

Annual targets will be identified, based on analysed data, to effect and sustain improvement for all learners.

On-going assessment that is robust, equitable for all learners and used in conjunction with moderation will inform practice and ensure all learners be the best they can be.

The progress of identified target learners and priority groups and effect of interventions will be regularly reviewed and teaching adapted as necessary. Assessment information will be used to plan programmes targeted at raising learner's achievement.

All teaching and learning will be innovative and responsive to student needs and the changing world. Differentiated programmes, based on current research and best practice, will be supported by specialist teaching support provide tailored, specific and targeted support aimed at optimising student achievement.

Resources and technologies that appropriately support all students, including those with differentiated learning needs will be identified and used to effect improvement. This includes through the new digital curriculum.

By sharing expertise and best practice through participation in collaborative and connected learning communities (e.g. CoL and year group leadership) the following opportunities will assist in extending and enriching teaching and learning.

Student voice, as an integral part of teaching as inquiry, will develop further understanding of what and how learners learn. Learners will be supported in their transitions.

We will measure our progress by:

- Assessing whether learners to achieve or exceed age appropriate curriculum level expectations in Reading, Writing and Mathematics
- Raising Māori and Pasfika achievement to 85% or above in Reading and Maths and 80% or above in Writing
- Provision of effective support programmes to learners with special, exceptional or differentiated learning needs
- Reporting and assessing our progress against COL goals

- Accessing teacher voice through team-based presentation on key curriculum or programme developments

Strategic goal two - Ensure learners are socially aware and socially active

We will affirm students' different cultural identities so that everyone feels safe, welcomed and celebrated for who they are and their cultural contexts incorporated into teaching and learning programmes. This will include celebrating the diversity of living in a large metropolitan city.

All learners have the opportunity to acquire basic Te Reo and understanding of everyday conversational language (e.g. greetings, local places). The Treaty of Waitangi will guide our relationships and the nature of our interactions with the Māori community.

Opportunities will be provided for students to learn about and action sustainable practices and be involved in events that benefit our school and wider community.

- the number and breadth of initiatives that celebrate the cultural identity of our learners and community including Matariki, Pacific Island language weeks, Diwali, Chinese New Year, international student visits and other cultural occasions raised by our learners, their whanau/family and our community
- The support we provide our teaching and support staff to access training and development to raise their proficiency in te reo Māori and tikanga Māori.
- Supporting opportunities for learners to engage with our wider communities, and receive feedback via our student voice, as to the value these engagements offer
- Continuing to support our Eco Squad, Waste Free Lunch and efficient waste management systems, and supporting initiatives to measure and reduce the schools overall environmental footprint.

Strategic Goal 3 - Instil learners with positivity and a “can-do” attitude

We will provide programmes that contribute to developing learners’ knowledge, skills and attributes to make the most of educational opportunities and allow them to see the relevance of what they learn in school to their future lives.

Focus will be applied in supporting relationships between the school and whānau/families and will be based on shared aspirations and high expectations for all learners and their wellbeing. Parents will be kept well-informed about their child’s progress. Community voice will be used for consultation on relevant matters.

- The effectiveness of programmes developed to support special, exceptional and different learning needs
- Supporting challenges that take learning outside the classroom for example school excursions, school camps and competitions
- Maintaining positive relationships that focus on shared aspirations and high expectations for all students’ learning and wellbeing.
- Parents will be kept well-informed about their child’s progress.
- Community voice will be used for consultation on relevant matters.

Strategic Goal 4: Develop students to be well rounded learners

To provide a wide range of educational and other opportunities that will challenge and motivate learners including exposing them to a range of positive role models.

- The range and effectiveness of programmes to support students learning such as ECA's, Developmental and options.
- Encouraging leadership and peer support mechanisms and the identity of the schools within the school
- To maintain a broad range of sporting and recreation-based options for children to understand the connection between mental and physical wellbeing.

2020 Annual Plan

Strategic goal one – Develop academically powerful learners who excel at their identified strengths

Curriculum Area: Reading

BASELINE DATA

Analysis of the school-wide data in Reading at the end of 2019 showed...

84.4% of all students met or exceeded age appropriate curriculum level expectations in Reading.

84.6% (66 out of 78) of Maori students met or exceeded age appropriate curriculum level expectations in Reading.

73% (35 out of 48) of Pasifika students met or exceeded age appropriate curriculum level expectations in Reading.

80.1% (129/161) of Year 5 met or exceeded age appropriate curriculum level expectations in Reading.

37% (37/101) of students identified as being below or well below expectation at the end of 2018 made accelerated progress over 2019

TARGETS - 2020

All students identified as not yet meeting the age appropriate curriculum level at the end of 2019 will have made at least a year's progress in Reading by the end of 2020.

To shift the achievement of 5 of the 10 Year 2-6 Pasifika students not yet meeting the Gladstone expectation to meet or exceed expectation.

To maintain or better the 2019 achievement of 85% of all students meeting or exceeding curriculum level expectation.

Curriculum area: Writing

BASELINE DATA

Analysis of the school-wide data in Writing at the end of 2019 showed...

76.8% of all students met or exceeded age appropriate curriculum level expectations in Writing.

74.3% (58 out of 78) of Maori students met or exceeded age appropriate curriculum level expectations in Writing.

62.5% (30 out of 48) of Pasifika students met or exceeded age appropriate curriculum level expectations in Writing.

71.8% of all male students met or exceeded age appropriate curriculum level expectations in Writing.

81.7% of all female students met or exceeded age appropriate curriculum level expectations in Writing.

63.4% of Year 5 students met or exceeded age appropriate curriculum level expectations in Writing.

43% (46/107) of students identified as being below or well below expectation at the end of 2018 made accelerated progress over 2019

TARGETS - 2020

To better the 2019 achievement of 76.8% of all students meeting or exceeding curriculum level expectation.

To shift achievement of current male students so at least 75% attain or exceed age appropriate curriculum level in Writing.

To shift the 2019 achievement of 5 of the 9 Year 2-6 Pasifika students not yet meeting the Gladstone expectation to meet or exceed expectation.

To raise achievement levels of the Year 6 cohort (2019 Year 5) so that 75% meet or exceed the age appropriate curriculum level..

Curriculum area: Maths

BASELINE DATA

Analysis of the school-wide data in Maths at the end of 2019 showed...

86% of all students met or exceeded age appropriate curriculum level expectations in Maths.

79.5% (62 out of 78) of Maori students met or exceeded age appropriate curriculum level expectations in Maths.

68.8% (33 out of 48) of Pasifika students met or exceeded age appropriate curriculum level expectations in Maths.

87.7% of all male students met or exceeded age appropriate curriculum level expectations in Maths.

85.4% of all female students met or exceeded age appropriate curriculum level expectations in Maths.

TARGETS - 2020

To maintain or better the 2019 achievement of 86% of all students meeting or exceeding curriculum level expectation.

All current students who are identified as not yet meeting the age appropriate curriculum level expectations will make progress towards their individual targets in Maths.

To shift the 2019 achievement of 6 of the 9 Year 2-6 Maori students achieving below the Gladstone expectation to meet or exceed expectation

To shift the 2019 achievement of 6 of the 9 Year 2-6 Pasifika students achieving below the Gladstone expectation to meet or exceed expectation

Annual Goal: Key actions and activities to support achievement

Strategic Goal	Action	Accountability	Timing	Resourcing	Outcomes
	What	Who	When	How much	What happened
Reading	<p>All students identified as not yet meeting the age appropriate curriculum level at the end of 2019 will have made at least a year's progress in Reading by the end of 2020.</p> <p>To shift the achievement of 5 of the 10 Year 2-6 Pasifika students achieving below the Gladstone expectation to meet or exceed expectation.</p> <p>To maintain or better the 2019 achievement of 85% (including Maori) of all students meeting or exceeding curriculum level expectation.</p>	<p>Principal AP's Teachers</p> <p>Ongoing Term 1-4. Achievement will be monitored regularly with milestone's recorded termly.</p>		Met through core curriculum and Professional Development Funding	

Writing	<p>To better the 2019 achievement of 76.8% of all students (including Maori) meeting or exceeding curriculum level expectation.</p> <p>To shift achievement of current male students so at least 75% attain or exceed age appropriate curriculum level in Writing.</p> <p>To shift the 2019 achievement of 5 of the 9 Year 2-6 Pasifika students achieving below the Gladstone expectation to meet or exceed expectation.</p> <p>To raise achievement levels of the Year 6 cohort (2019 Year 5) so that 75% meet or exceed the age appropriate curriculum level.</p>				
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<p>Maths</p>	<p>To maintain or better the 2019 achievement of 86% of all students (including Maori) meeting or exceeding curriculum level expectation.</p> <p>All current students who are identified as not yet meeting the age appropriate curriculum level expectations will make progress towards their individual targets in Maths.</p> <p>To shift the 2019 achievement of 6 of the 9 Year 2-6 Maori students achieving below the Gladstone expectation to meet or exceed expectation</p> <p>To shift the 2019 achievement of 6 of the 9 Year 2-6 Pasifika students achieving below the Gladstone expectation to meet or exceed expectation</p>				
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Annual Goal

Strategic Goal	Action	Accountability	Timing	Resourcing	Outcomes
	What	Who	When	How much	What happened
Ensure learners are socially aware and socially active	<ul style="list-style-type: none"> ▪ the number and breadth of initiatives that celebrate the cultural identity of our learners and community including Matariki, Pacific Island language weeks, Diwali, Chinese New Year, international student visits and other cultural occasions raised by our learners, their whanau/family and our community ▪ The support we provide our teaching and support staff to access training and development to raise their proficiency in te reo Māori and tikanga Māori. ▪ Supporting opportunities for 	All teaching staff, supported by year leads and APS	Annually reported	Met through core curriculum and operations funding	

	<p>learners to engage with our wider communities, and receive feedback via our student voice, as to the value these engagements offer</p> <ul style="list-style-type: none"> ▪ Continuing to support our Eco Squad, Waste Free Lunch and efficient waste management systems, and supporting initiatives to measure and reduce the schools overall environmental footprint. 				

Annual Goal

Strategic Goal	Action	Accountability	Timing	Resourcing
	What	Who	When	How much
Instil learners with positivity and a “can do” attitude	<ul style="list-style-type: none"> • The effectiveness of programmes developed to support special, exceptional and different learning needs • Supporting challenges that take learning outside the classroom for example school excursions, school camps and competitions • Maintaining positive relationships that focus on shared aspirations and high expectations for all students’ learning and wellbeing. • Parents will be kept well-informed about their child’s progress. • Community voice will be used for consultation on relevant matters. 	<ul style="list-style-type: none"> • Associate Principals • PE Specialists • Classroom Teachers 	Annually reported	Met through operations funding

Annual Goal

Strategic Goal	Action	Accountability	Timing	Resourcing
	What	Who	When	How much
Develop students to be well rounded learners	<ul style="list-style-type: none"> • The range and effectiveness of programmes to support students learning such as ECA's, Developmental and options. • Encouraging leadership and peer support mechanisms and the identity of the schools within the school • To maintain a broad range of sporting and recreation-based options for children to understand the connection between mental and physical wellbeing. 	<ul style="list-style-type: none"> • Principal • APs • All teaching staff 	Ongoing, annually reported	Met through Teachers salary grant and the Discovery Programme funding