

Garston School



Charter 2017

Garston School - Strategic Plan

The Garston School Vision

We want our school to be a place where members of the school community work constructively together to support teachers' efforts to challenge our children as they grow and learn in a positive and caring environment.

School's Mission Statement

We aim to develop children who show confidence in their own abilities, an interest in furthering their education and a desire to contribute to the well-being of their community and country.

Values:

Through school-wide practices we will teach the children about values for life and nurture in them an understanding of the importance of the key values of:

- ~ Respect*
- ~ Striving for Excellence*
- ~ Innovation*
- ~ Community Responsibility*

To achieve these goals the B.O.T's strategic aims are to:

- ~ Provide access for all students, to the N.Z. Curriculum, as evidenced by progress and achievement in relation to National Standards.*
- ~ Effectively use the National Standards to support improvement in student outcomes. The Board will ensure that our students have ownership of their learning and know what to do to achieve in relation to the National Standards. The teachers' practice will be responsive to the students' needs, including cultural needs.*
- ~ Engage Maori students in their learning and ensure that they are achieving educational success, with pride in their unique identity, language and culture as Maori. Whanau will be engaged in supporting their children's learning.*
- ~ Support students with special learning needs so they can progress in relation to the New Zealand Curriculum and fully participate in and contribute to the school and their community environment.*

The children will be given opportunities to develop important values and skills for living, learning and relating well to others. The school's aim is for the children to show that they have the Garston SPIRIT when they are:

Self - assured
Productive
Independent
Respectful
Innovative
Thinking intelligently

NATIONAL EDUCATION PRIORITIES (NEPs)

Garston School recognises the Government's National Education Priorities:

1. Success for all
2. A safe learning environment
3. Improving Literacy and Numeracy
4. Better use of student achievement information
5. Improving outcomes for students at risk
6. Improving Maori outcomes
7. Providing career guidance (year 7 and above)
8. Reporting

The school contributes to the National Education Goals and National Education Priorities at Governance, Management and Operational levels by giving them full consideration when involved in any planning for school development or school/class programmes. Literacy and Numeracy are currently recognised as curriculum priorities. There will be sufficient funding to ensure that any resources and/or Professional Development needed for these priority areas are easily obtained.

CULTURAL DIVERSITY

Parents of children identified as Maori were consulted in Term 1, 2017 as to how the school could help their children more. It was agreed by all parties concerned that the school already provided suitable programmes in Reading, Writing and Mathematics, and that they were happy with the learning opportunities already in place. The school has put in place plans and targets for improving the achievements of Maori students.

They were satisfied that components of Tikanga Maori and Taha Maori were integrated into all appropriate aspects of the school curriculum and specific examples of this are:

- recognising New Zealand history (Treaty of Waitangi).
- incorporating te reo/tikanga across the curriculum (e.g. enviroschool and art programmes).
- Principal's mihi and children introducing themselves at special celebrations/occasions.
- On-site P.L.D. led by staff meeting (te reo).

Garston School 3 Year Strategic Plan

Our strategic plan is organised below, under 3 main sections with specific goals relating to National Administration Goals (NAG's).

Section 1: Student Achievement

Goal 1: *Garston School's aim is to lift the achievement in reading and writing of all students in relation to the National Standards, including those who do not yet meet the standard.*

Strategies	2017	2018	2019
(A) Determine the literacy learning needs of all children and implement programmes to meet them.	_____	_____	_____→
(B) Improve students' use of deeper features when writing and reading.	✓	_____	_____

Goal 2: *Garston School's aim is to lift the achievement in maths of all students in relation to the National Standards, including those who do not yet meet the standard.*

Strategies	2017	2018	2019
(A) Determine the maths learning needs of all children and implement programmes to meet them.	_____	_____	_____→
(B) To align student learning needs with the professional learning and development of staff.	✓	✓	_____
(C) To improve students' confidence in their ability to make sense of quantities, space and data from the world around them.	_____	_____	_____→

Section 2: Curriculum

Goal 3: *Garston School will provide programmes to develop students' understanding and use of visual language.*

Strategies	2017	2018	2019
(A) To teach students to identify visual language elements and interpret messages communicated through a range of media.	✓	_____	_____
(B) To teach students to use elements of visual language in all learning areas.	✓	_____	_____

Goal 4: *Garston School will provide quality programmes and resources to support learning about the unique bi-cultural nature of New Zealand society.*

Strategy	2017	2018	2019
(A) To teach Te Reo programmes school-wide.	_____	_____	_____→
(B) To provide students with experiences to learn about Maori cultural perspectives.	_____	_____	_____→

Goal 5: *Garston School will provide quality programmes and resources to cater for all the needs and interests of our Year 7/8 students.*

Strategy	2017	2018	2019
(A) To promote Garston School as a quality Year 7/8 provider.	_____	_____	_____→
(B) To provide rich and varied learning experiences which extend Year 7/8 students.	_____	_____	_____→

Section 3: Governance

Goal 6: The Garston School Board will consult with the school community to inform future planning.

Strategy	2017	2018	2019
(A) To survey parents to find out what is going well and what they think needs changing.	_____	_____	_____▶
(B) To include parents' responses to create a vision for our school for 5 years from now.	_____	_____	_____▶

SUPPORTING DOCUMENTATION FOR CORE SCHOOL BUSINESS

The following documentation continues to support us in improving student achievement and teacher/school programmes:

- Charter
- School Achievement Targets
- School Policies
- Curriculum Plans
- Assessment Plans
- Reporting Plans (to parents, BOT and community)
- Professional Development Plan
- In-service Staff Development

The following documentation supports us in developing good management practices and effective school systems:

- School Achievement Targets
- School Policies
- School Procedures
- School Performance Management Plan
- Board Self Review Plan
- Annual Budget
- Ten year maintenance Plan
- Five year property Plan
- Board of Trustees Job Description
- Charter
- Regular Reflection By Board Members On Their Performance
- 3 Year Annual Review Plan

Section 1. Student Achievement.

Learning Area: Literacy

Strategic Goal 1: Garston School's aim is to lift the achievement in reading and writing of all students in relation to the National Standards, including those who do not yet meet the standard.

Target: To accelerate the progress of all students in reading and writing so that the school-wide results are as follows:

* By November, 2017 - 100% of students will show progress in reading and writing.

* By November, 2017 - 85% of students will be achieving At or Above the National Standard for reading and writing.

Action	Who	Costs	Target Date	Expected Outcomes
Review reading assessment information for all students and special needs students.	Principal Teacher	Nil	Term 1	- T / P have accurate and moderated information on student achievement in reading. - Discuss with students their next learning steps.
Review writing assessment information for all students including special needs students.	Principal Teacher	Nil	Term 1	- T / P have accurate and moderated information on student achievement in writing. - Discuss with students their next learning steps.
Teachers discuss with students their individual literacy goals.	Principal Teacher	Nil	On-going	- Each student understands what they need to focus on during reading/writing lessons and are able to articulate their goals and what they need to do to achieve them.
Teachers discuss students' writing with them and give feedback and feed forward.	Principal Teacher	Nil	On-going	- Students willingly follow teachers' guidance to produce texts that show increased writing knowledge and skill acquisition.
Teachers plan and implement guided reading lessons.	Principal Teacher	\$100	On-going	- Students are appropriately challenged and make progress within ability groups.
Teachers provide a range of high quality resources to develop independent reading skills.	Principal Teacher	\$600	On-going	- Students are engaged in relevant reading across the curriculum that promotes fluency, solid comprehension, independence and enjoyment.
Encourage students to make maximum use of the library through weekly class discovery time.	Librarian Principal Teacher	\$150	On-going	All students: - regularly borrow reading material appropriate to their ability and interests. - choose to read independently outside of school programmes. - are confident and enthusiastic users of the school library.
Teachers P.L.D. focuses on developing teacher competence and confidence with the Google Apps.	Lyn	\$550	Term 1	Teachers begin to use Google Apps in their classroom programmes. (cont.)

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Review handwriting samples to establish students' ability level as shown in consistency of: legibility, shape of letters (including starting points), spacing, size, stamina and automaticity.	Principal Teacher	Nil	On-going	Teachers have: - accurate information on students' handwriting ability, attitude, difficulties experienced. - shared understanding of expectations for lesson delivery, appropriate technique and standard of presentation.
Teachers discuss with students their current handwriting levels, co-construct goals for improvement, teach skills in a progressive manner.	Principal Teacher	Nil	On-going	Students are: - aware of their handwriting goals and how to produce quality handwriting. - developing an efficient legible style and taking pride in delivery of all written work.
Analyse end of year data to inform progress and planning for following year.	Principal Teacher BOT	Nil	Term 4	Report to Board in the Analysis of Variance.

Learning Area: Mathematics.

Strategic Goal 2: Garston School's aim is to lift the achievement in maths of all students in relation to the National Standards, including those who do not yet meet the standard.

Target: To accelerate the progress of all students in maths so that the school-wide results are as follows:

- * By November, 2017 - 100% of students will show progress in maths.
- * By November, 2017 - 90% of students will be achieving At or Above the National Standard in maths.

Action	Who	Costs	Date	Expected Outcomes
Review mathematics assessment information for all students including special needs students.	Principal Teacher	\$500	Term 1	- Teachers and principal have accurate and moderated information on student achievement in maths. - Discuss with students their next learning steps.
Teachers' maths programmes have an emphasis on improving students' ability to solve maths problems involving measurement, geometry and statistics.	Principal Teacher	Nil	On-going	Students: - know how to solve simple word problems involving quantities, space and data by using appropriate strategies. - transfer, with ease, their basic facts knowledge. - are enthusiastic about attempting to solve problems and are confident in their ability to do so. - have many opportunities to use equipment to grow their mathematical thinking through relevant contexts beyond maths lessons. (cont.)

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Teachers P.L.D. focuses on strengthening their use of a range of assessment data.	Principal Teacher	\$1000	Term Two 2017 - Term Two 2018	<ul style="list-style-type: none"> - Principal applies for MOE funded support for joint P.L.D. with another small rural school. Teachers: <ul style="list-style-type: none"> - make best use of evidence from a wide range of data to base assessment to support teacher judgement. - use consistent methods of collecting, analysing, interpreting and moderating data. - Collaborate with teachers within and beyond our school to share ideas for effective mixed level teaching programmes. - evaluate and identify aspects of practice that need changing. - learn about current pedagogical practice and more effective teaching strategies to accelerate the progress of all students. - gain ideas for practical and stimulating teaching practices.
Teachers purchase resources to further develop the teaching of maths problem solving.	Principal	\$200	Term 1	Teachers understand children's gradual development of problem solving skills and mathematical thinking (ability to analyse problems and organise information).
Teachers purchase the Numicon Bk 2 resource to further develop the teaching of number in the junior school.	Principal Lyn	\$200	Term 1	Year 2 students' maths lessons continue to follow the Numicon Programme to build on from their learning at earlier stages in 2016.
Students have number achievement goals and their progress towards meeting them will be regularly reviewed.	Principal Teacher	Nil	On-going	Students know their goals and ways in which they can work towards achieving them.
Purchase of equipment and resources to support learning in Room 1 programme.	Principal Teacher	Nil	On-going	<ul style="list-style-type: none"> - Students regularly complete homework activities in individual write-on homework texts to maintain and/or extend maths knowledge. - Students show improved accuracy and speed of basic facts and other number knowledge.
Follow the teaching As Inquiry process to investigate student achievement in problem solving.	Principal Teacher	Nil	On-going	<ul style="list-style-type: none"> - Targets are set for individual students to raise the achievement in problem solving. - An appropriate plan implemented to review effectiveness of teaching programmes and strategies.
Analyse end of year data to inform progress and planning for the following year.	Principal Teacher	Nil	Term 4	Report to Board in Analysis of Variance.

Section 2. Curriculum.

Learning Area: Integration across the curriculum.

Strategic Goal 3: *Garston School will provide programmes to develop students' understanding and use of visual language.*

Action	Who	Costs	Date	Expected Outcomes
To teach students to identify visual language elements and interpret messages communicated through a range of media.	Principal Teacher	\$200	on-going	<ul style="list-style-type: none"> - Students know about many of the elements of visual language. - Students interpret visual images then use their own and technical language to talk about the information and ideas conveyed in images such as: signs, emoticons, slide shows, graffiti, diagrams photos.
To teach students to use elements of visual language in all learning areas.	Principal Teacher	\$500	On-going	<p>Students select which elements would clearly convey their ideas, then use a range of skills and media to create visual images across the curriculum such as:</p> <ul style="list-style-type: none"> * Visual Art - painting, sculpture. * Maths - graphs, measurement scales. * Writing - story planning models, punctuation. * Oral Language - discuss their ideas. * Social Science - maps, graphic organisers. * Maori - symbolism, design. * Health & P.E. - illustrated movement sequences, video interpretation.

Section 2. Curriculum.

Learning Area: Integration across the curriculum.

Strategic Goal 4: *Garston School will provide quality programmes and resources to support learning about the unique bicultural nature of New Zealand society.*

Action	Who	Costs	Date	Expected Outcomes
To teach Te Reo programmes school-wide.	Teachers	Nil	On-going	<p>Students and teachers:</p> <ul style="list-style-type: none"> - Follow a simple, graduated programme for developing Te Reo. - Correctly pronounce Maori words. - Understand and use signs written in Maori in the classrooms and around the school. - Understand and follow verbal instructions in Te Reo. <p align="right">(cont.)</p>

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				<ul style="list-style-type: none"> - Further their vocabulary through regularly singing simple waiata. - Know, say and understand the school karakia and our school song.
To provide students with experiences to learn about Maori cultural perspectives.	Teachers Principal	\$800	On-going	<p>Students will have:</p> <ul style="list-style-type: none"> - Visited a marae. - Learnt and presented their mihi. - Created a variety of personal artworks taking inspiration from Maori art. - Discussed and practised Maori concepts through their exposure to literature (journals, picture books, legends etc) and through our Education for Sustainability programme. - Helped to develop special spaces around the school (e.g. Te Mara Whakahoanga - Friendship Garden.)

Strategic Goal 5: Garston School will provide quality programmes and resources to cater for all the needs and interests of our Year 7/8 students.

Action	Who	Costs	Date	Expected Outcomes
To promote Garston School as a quality Year 7/8 provider	Principal Teachers	Nil	On-going	<p>Students and parents know of the advantages offered to our Year 7/8 students through:</p> <ul style="list-style-type: none"> - Sharing information about programmes offered. - Delegation of leadership duties or responsibility at school events. - Promotion of activities and successes in our school newsletter and on our website. - Participating in our traditional Year 8 graduation ceremony.
To provide rich and varied learning experiences which extend Year 7/8 students.	Principal Teachers	\$800	On-going	<p>Students confidently and independently complete leadership, citizenship tasks and personal challenges in their capacity as:</p> <ul style="list-style-type: none"> - Class leaders/school role models. - Whanau group leaders. - Librarians. - Bus monitors. - Assembly leaders. - School hosts and ambassadors.
	Principal	\$300	Term 1	<p>Students lead planning for a 2 day science/social studies camp at Lake Sylvan. (cont.)</p>

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Principal	\$250	Term 2	Students attend the National Young Leaders Day in Dunedin.
Principal	\$1200	Terms 2/3	Students share technology classes with students from Waikaia and Riversdale schools at NSC.
Principal Outside provider	\$350	Term 3	Students learn about a form of martial arts.
Environment Southland	Nil	Term 4	Students attend an Enviroschools Hui.

Section 3. Governance

Strategic Goal 6: The Garston School Board of Trustees will consult with the school community to inform future planning.

Action	Who	Costs	Date	Expected Outcomes
To survey parents to find out what is going well and what they think needs changing.	Principal Board	Nil	Term 1	- Principal collects responses and collates data. - Board discuss responses to survey at Board meeting to consider how they fit with current aims and goals.
To include parents' responses to create a vision for our school for 5 years from now.	Principal Board Staff	Nil	Terms 2 & 3	- Board reviews strategic goals to include parents' priorities for future planning and development. - Staff/Board have an indication of number of students intending to remain for Year 7 and Year 8.