



Garston School



Charter 2023



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 with the teachers to support 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 Aotearoa/New Zealand.

Values Education:

Our school community has identified the importance of teaching their children about specific values for life by nurturing in them an understanding of the importance of the following:

- ~ Respect*
- ~ Striving for Excellence*
- ~ Personal Accountability and Honesty*
- ~ Community Involvement*

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

- ~ Provide access for all students, to the N.Z. Curriculum.*
- ~ The Board will ensure that our students have ownership of their learning and know what to do to achieve expected levels.*
- ~ The teachers' practice will be responsive to the students' needs. This includes cultural needs as referenced in Tataiako through the expected cultural competencies of teachers of Maori learners and in the Standards for the Teaching Profession.*
- ~ 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 - whakamanawa

Productive - haumaiui

Independent - whaka whirinaki

Respectful - kotua / whakaute

Innovative - Auaha

Thinking - whakaaro

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 obtained.

CULTURAL DIVERSITY

Garston School honours the Treaty of Waitangi and respects the bi-cultural heritage of Aotearoa/New Zealand. Although there are currently no Maori students on the roll our school has plans and targets for improving the achievements of Maori students.

Components of Tikanga Maori and basic Te Reo Maori are integrated into all appropriate aspects of the school curriculum and specific examples of this are:

- using correct pronunciation of Maori place names.
- recognising New Zealand history (Treaty of Waitangi).
- integrating te reo/tikanga across the curriculum (e.g. enviroschool and art programmes).
- teaching about and through the concepts of:
 - wananga (Maori knowledge)
 - whanaungatanga (building a sense of belonging within our school)
 - manaakitanga (caring for others)
 - tangata whenuatanga (relationship between the people and the land)
 - rangitiratanga (self-respect)
- referencing whakatauki (proverbs)

As of February, 2023 approximately a quarter of our roll identifies as being connected to their Pacifika heritage. Staff have worked with resource teachers to provide programmes to accelerate their English language skills and programmes that engage and celebrate their cultures. Teachers have on-going conversations with the students' parents to inform of progress and achievement and discuss how we can best meet the children's needs.

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, including those who do not yet meet the expected level.*

Strategies	2023	2024	2025
(A) Determine the literacy learning needs of all children and implement programmes to meet them.	_____	_____	_____→
(B) Improve students' understanding of what they need to do to improve their reading and writing.	_____	_____	_____→

Goal 2: *Garston School's aim is to lift the achievement in Maths of all students, including those who do not yet meet the expected level.*

Strategies	2023	2024	2025
(A) Determine the maths learning needs of all children and implement programmes to meet them.	_____	_____	_____→
(B) To improve students' confidence in their ability to interpret, investigate, then attempt to find accurate solutions to real world mathematical problems across the curriculum.	_____	_____	_____→

Section 2: Wellbeing

Goal 3: *To promote student and staff wellbeing (Hauora).*

Strategy	2023	2024	2025
(A) To promote staff and student wellbeing.	_____	_____	_____→
(B) Teach school-wide health programmes, values education and develop Key Competencies.	_____	_____	_____→

Section 3: Systems and Governance

Goal 4: *Garston School's aim is for the Board to plan and coordinate projects that encourage cohesion within the school community.*

Strategy	2023	2024	2025
(A) Plan and implement the stages for the landscaping projects.	√	√	
(B). Obtain resources for the landscaping projects.	√	√	
(C). Organise and implement different stages of the project.	√		

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 Agreement
- Board of Trustees Job Description
- Charter
- Regular Reflection by Board Members on Their Performance
- 3 Year Annual Review Plan

Garston School - Annual Plan 2023

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, including those who do not yet meet the expected level.

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

- * By November, 2023 - 100% of students will show progress in reading and writing.
- * By November, 2023 - At least 71% of students will be achieving at the expected level for reading and writing.

Action	Who	Costs	Target Date	Expected Outcomes
Analyse writing/reading assessment information (formative and summative) to determine the learning needs of all students, including the target students.	Teachers	Nil	Term 1	<p><u>Teachers:</u></p> <ul style="list-style-type: none"> - have accurate information on student achievement and set whole-school targets to lift achievement in writing/reading for all students. - review reading and writing assessment information, plan lessons and discuss with students their individual learning goals. <p><u>Students:</u></p> <ul style="list-style-type: none"> - understand what they need to focus on during reading and writing lessons and are able to articulate their goals and what they need to do to achieve them.
Encourage students to use the library resources to promote independent reading.	Teachers Librarian	Nil	On-going	<p><u>Students:</u></p> <ul style="list-style-type: none"> - independently select and read texts for enjoyment using the school library (whole school) and Café Reading Programme (Years 4-8). - learn strategies to comprehend text and think critically about meaning. - lessons focus on developing inference and analytical skills (Year 4-8). <p><u>Teacher:</u></p> <ul style="list-style-type: none"> - use the Café Reading programme to plan lessons on strategies for comprehension, accuracy, fluency, expanding vocabulary (Years 4-8). - Special focus on mastery of sight words for (Years 1-3).
Directly teach specific skills needed to clearly and accurately communicate in writing.	Teachers	Nil	On-going	<p><u>Teachers:</u></p> <ul style="list-style-type: none"> - plan and model exemplars of a range of genre. - exploit across curriculum opportunities for practising reading/writing. <p><u>Students:</u></p> <ul style="list-style-type: none"> - use appropriate genre and structure for purpose to clearly express ideas. - plan then organise their ideas. - use correct grammar, punctuation and spelling. - structure sentences and select vocabulary to effectively convey ideas. - proof-read and edit their writing. - daily meaningful Phonics programme (Years 1-3). - direct teaching, modelled writing, shared writing e.g. big book exemplars in class (Years 1-3).
Introduce the Better Start Literacy Approach with professional learning support.	Miss Willmot	Nil	On-going	<p><u>Students:</u></p> <ul style="list-style-type: none"> - build foundation skills of word decoding and language comprehension. - learn phonological skills linked to letter knowledge. <p><u>Teacher:</u></p> <ul style="list-style-type: none"> - builds oral vocabulary and listening comprehension. - use the Ready to Read Phonics Plus resource.

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Teach a structured spelling programme.	Mrs. A-T Ms. 'O' & Miss Willmot	Nil	On-going	<u>Teachers:</u> - inform parents of how they can help children with spelling homework. - follow the Steps Spelling programme (Year 4-8). - assess against the Basic Spelling Lists and track student progress (school-wide). <u>Students learn:</u> - the 40 phonemes of the English language. - the phonemes to encode (spell) phonetically regular words. - strategies such as blending sounds to read phonetically regular words. - alphabetical order. - effective use of the dictionary (including online). - spelling of the most commonly used words.
Develop students' gross and fine motor skills for handwriting.	Teachers	Nil	On-going	<u>Students:</u> - consistently use correct shape and size for letters (including starting points), spacing, stamina, automaticity. - use a handwriting booklet to complete writing exercises linked to spelling (Year 4-8). <u>Teacher:</u> - reinforce expectations for appropriate handwriting when writing across the curriculum. - awards given for pride in presenting legibly written work (Year 4-8). - pen licence granted to students for handwriting of a certain standard. -structured handwriting programme 'Casey Caterpillar' to introduce letter shapes and formation (Year 1-3).
Students' progress will be reported to the Board.	Principal	Nil	Term 2	Reports identify progress made towards meeting the strategic goal at mid-year and highlight any trends (positive and negative) and/or concerns.
Analyse end of year data to inform progress and planning for following year.	Principal Teachers BOT	Nil	Term 4	Report to Board in the Analysis of Variance.

Learning Area: Mathematics.

Strategic Goal 2: To improve all students' ability to select appropriate strategies and accurately use knowledge to solve problems in all maths strands.

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

* By November, 2023 - 100% of students will show progress in maths.

* By November, 2023 - 74% of students will be achieving at the expected level in maths.

Action	Who	Costs	Date	Expected Outcomes
Analyse mathematics assessment information (formative and summative) for all students including target students to determine the learning needs of all students, including the target students.	Teachers	Nil	Term 1	<u>Teachers:</u> <ul style="list-style-type: none"> - have accurate information on student achievement in maths. - set a whole-school target to lift achievement in maths for all students. - discuss with students their next learning steps.
Discuss with students their level of maths skills and knowledge acquisition and give them feed forward.	Teachers	Nil	On-going	<u>Teachers:</u> <ul style="list-style-type: none"> - focus on practising basic facts (+, -, x, ÷) including online programmes. <u>Students:</u> <ul style="list-style-type: none"> - know what they need to do to improve their number knowledge, can articulate their goals for basic facts acquisition and challenge themselves to achieve them. - achievement results show improved accuracy and speed of recall of basic facts (+, -, x, ÷) and other number knowledge.
Lessons focus on developing students' understanding of the maths concepts underpinning measurement, geometry and statistics.	Teachers	\$300	On-going	<u>Students:</u> <ul style="list-style-type: none"> - recognise and can explain their understandings and make estimations when identifying number patterns; measure objects and quantities; use maths symbols; describe properties of shape and their movements/positions; investigate by questioning and collecting data; display data then discuss results and their implications. <u>Teachers:</u> <ul style="list-style-type: none"> - use lessons from NZ Curriculum, Figure It Out resource and Numicon programme supporting resources.
Teachers investigate Year 3-8 students' maths dispositions.	Teachers	Nil	Term 1	<u>Students self-assess using appropriate format:</u> <ul style="list-style-type: none"> - How do I feel when I do maths? - Do I keep trying even when things are tricky? - Do I offer my ideas when the class or group is talking about maths? - Can I explain clearly my thinking using maths words or drawings?

(cont.)

P.L.D. contract MOE led by Averil Lee.	Principal	Nil	On-going 2023	Principal: - participates in PLD to cover these topics: student engagement and dispositions of students towards maths; mixed ability teaching/flexible grouping; Learning Progression Frameworks and NZ Curriculum; refreshing knowledge of maths curriculum. - takes leadership within school for maths.
Students' progress will be reported to the Board.	Principal	Nil	Term 2	Reports identify progress made towards meeting strategic goal at mid-year and highlight any trends (positive and negative) and/or concerns.
Analyse end of year data to inform progress and planning for the following year.	Principal Teachers B.O.T.	Nil	Term 4	Report to Board in Analysis of Variance.

Section 2. Curriculum.

Strategic Goal 3 : Garston School's aim is to promote student and staff wellbeing (Hauora).

Action	Who	Costs	Date	Expected Outcomes
Promote staff and student wellbeing.	Staff	Nil	On-going	<u>Staff:</u> <ul style="list-style-type: none"> - has ongoing conversations (individual and group) around their mental/emotional and physical wellbeing of staff and students. - adopt strategies to promote wellbeing of students and staff and regularly monitor their effectiveness. - show reduced stress.
Promote staff and student wellbeing.	Board Parents	Nil	Term 1 2023	<u>Board and parents understand the significance of:</u> <ul style="list-style-type: none"> - specific roles of our school's individual staff members - impact of reduced staffing levels (including part time and full time) on workload and how this differs from other schools. - specific management systems used to fit school's unique dynamic and culture. - support for staff wellbeing by minimising unhealthy levels of stress so as to allow them to focus on their job. - reinforcing expectations for interactions within our school community to reflect our school culture. - providing working conditions that promote optimum teaching, learning and a healthy level of job satisfaction.
Teach school-wide health programmes to focus on student wellbeing.	Teachers	Nil	On-going	<u>Teachers:</u> <ul style="list-style-type: none"> - teach lessons to focus on developing students' understanding of emotional self-regulation. - reinforce Life Education programme (emphasis on resilience and positive mindset). <u>Students show increased:</u> <ul style="list-style-type: none"> - calmness (reduced anxiety); ability to self-regulate and overcome unhappy feelings and resolve conflict. - positivity about interpersonal relationships.
Teach values education and Key Competencies.	Teachers Mrs A-T	Nil	On-going	<u>Teachers:</u> <ul style="list-style-type: none"> - provide opportunities for students to develop and promote the desired attitudes, skills, and attributes as defined by the SPIRIT of Garston. <u>Students:</u> Understand what the Garston SPIRIT stands for and how they can show it by being self-assured, independent, respectful, innovative and a smart thinker when they: <ul style="list-style-type: none"> - are motivated to learn and willing to attempt new activities or try different approaches. - take pride in an honest effort. - attempt to produce high quality results. - work independently to full potential and with perseverance. <u>Teacher:</u> <ul style="list-style-type: none"> - Teach Virtues Character Education values programme. <u>Students:</u> <ul style="list-style-type: none"> - understand the benefit to self and others of values and make positive contributions to their class, school and communities. - build resilience and face challenge positively.
Communicate with parents and whanau about the aims of this strategic goal.	Teachers	Nil	Term 2 & On-going	- Inform parents regularly about: students' involvement in activities that promote the goal and progress made towards reaching individual goals and targets.

Section 3. Systems and Governance

Strategic Goal 4: Garston School's aim is for the Board to plan and coordinate projects that encourage cohesion within the school community.

Action	Who	Costs	Date	Expected Outcomes
(A) Plan and implement the stages for the landscaping projects.	- Board Rep. - Principal	Nil	February, 2023	Plans will detail how needs will be met for providing: - shelter, warmth, recreation/play, eating space, seating, accessways, teaching areas, beautification.
Draft Concept Plan drawn up.	- Bunnings Rep	Nil	13 March 2023	Advised of what they require for helping fund the project.
	- Initial landscape designers. - Board	Nil	15 March 2023	Concept plan presented at Board meeting and approved to go out to community for their comment.
	- School	Nil	17 March, 2023	Concept Plan school community via Skool Loop, email and newsletter.
	- Initial landscape designers.	Nil	Term 2, 2023	Submit grant application.
(B). Obtain resources for the landscaping projects.	- Board - Bunnings employees - Community	Unknown	2023/ 2024	Organise project into stages: - materials - equipment - personnel - finance
(C). Parents and staff work together to enhance the social and physical environment of the school.	- Parents - Staff - Wider community	Unknown	On-going	- Project Planning - Consultation - Working bees - Consultation