



# Charter 2020

# Introduction

Golden Sands School is decile 9, contributing school, located in Papamoa East. The school opened in February 2011 with 83 students and currently (February 2020) has 610 students. As Papamoa East is an area experiencing significant population growth, we expect the school to continue to grow rapidly. Developers are continually opening up new sections for purchase on our boundary and these are being quickly purchased by families wanting to enrol in the school.

We have 27 learning spaces (27 classroom equivalents) on site at present with the latest building development opening in February 2020. We are building again in 2020 to open 12 new learning spaces. Our buildings represent the latest ideas in contemporary learning and teaching. Learning spaces are grouped together in learning communities which have flexible spaces within. Breakout spaces can be used for a variety of learning contexts; the newer learning communities have spaces for media and performance, visual art and technology. Learners have a range of types of furniture to meet their learning needs throughout the day.

We employ a very high calibre of passionate, hardworking teachers and support staff. Staff are provided with excellent professional learning opportunities to enhance their practice and the children's learning experiences. Teachers work collaboratively to target learners needs.

We are fortunate to have a very supportive parent community.



## Golden Sands School Logo

The Golden Sands School logo, which symbolically represents the harakeke, was chosen as the school site was originally a harakeke plantation in the 1800's. The area was significant for Maori for this reason.

The elements of our harakeke symbol represent both literal and figurative notions of unity, family, strength means 'the heart of the flax bush'. This is where new life grows, close to the roots with the support and protection of adult leaves regarded in the Māori world as the parents and grandparents of the baby leaf. All three blades together illustrate 'te rito o te harakeke'.

The central koru-shaped figure consists of 5 'kapiroa' (inverted nodes) that represent the values of the school including being proactive, respectful, open, understanding and dependable. From a Māori aspect each 'kapiroa' is a symbol of regeneration and growth. The logo is in Gold to reflect the sands of the Pāpāmoa beaches and the pīngao sedge – a plant that is vital to the preservation of the sand dunes.

## **Vision** *we aspire to be...*

### **Positive participants in the global community**

Positive participants are:

- *Responsible and active contributors, who take responsibility for their actions*
- *PROUD*
- *Resilient, flexible and confident*

*Global community*

- *Encompasses school, local, national and global communities*
- *Having an awareness of the wider world and how it works, a sense of their role in it, and respecting and valuing diversity*
- *Global thinkers who are able to engage globally in an effective manner*

In 2016, the charter was rewritten around the following four critical success factors:

- hope and inspiration
- together united
- holistic approach to growth
- the heart of the community

Further information can be located in supporting documents

- Vision and Critical Success Factors
- Current realities of the critical success factors

## **Mission** *how will we achieve this?*

### **A community, who continue to grow, achieve and make a difference.**

- **Grow:** *growth mindset, open to continual lifelong learning*
- **Achieve:** *academically, socially, culturally; reaching potential*
- **Make a difference:** *make a positive difference to others, able to act to make the world a more sustainable and socially just place*

## **Values** *we believe in being...*

**PROUD** in living, learning and leadership



	<p><b>Our Living:</b></p> <p>We are all learning the importance of living and participating in our community and our world. We care about others, we respect them, we cooperate with them and together we solve problems. We know that sometimes there can be setbacks, but we learn ways to grow and persevere.</p> <p>Teachers give us opportunities and experiences that will help us deal with the future.</p>	<p><b>Our Learning:</b></p> <p>We are all inquiring learners - we are curious, we wonder, we ask questions, we are open to new ideas and we think about answers.</p> <p>We understand and can talk about our learning and the ways we can improve.</p> <p>Teachers motivate and challenge students, ensuring they are interested and engaged. Teachers understand students learn best when they are cared for, encouraged and praised for their efforts.</p> <p>We know we will be learning all our lives.</p>	<p><b>Our Leadership:</b></p> <p>We are all learning how to be leaders. We understand we are independent and dependable. We realise we have choices about the person we are and we try hard to be responsible. We know we have great potential and we help each other to develop this. We learn how to greet people and communicate with them.</p> <p>Teacher's model ways to be leaders, by involving and including students, they help them grow confidence and self-esteem and they praise them for their actions.</p>
<b>Proactive</b>	<p>I can manage the 'weather' of my mind</p> <p>I reflect on what I want to do and how I want to be</p> <p>I can manage myself</p> <p>I can use my initiative</p>	<p>I am prepared to take risks and ask questions</p> <p>I am curious and keen to explore learning</p> <p>I lead my own learning</p>	<p>I am enthusiastic and encourage others</p> <p>I can set goals and achieve them and I help others to do the same</p>
<b>Respectful</b>	<p>I feel good about who I am and I how I treat others</p> <p>I look after the world around me</p> <p>I am confident and caring</p>	<p>I respect my own and others learning.</p> <p>I can collaborate with others to learn.</p>	<p>I behave in ways that earn respect.</p> <p>I co-operate with and care for others.</p> <p>I celebrate the efforts of others.</p>
<b>Open</b>	<p>I explore new situations and ideas</p> <p>I am willing to solve problems</p> <p>I take risks and I am resilient</p>	<p>I believe I 'can' and I challenge myself.</p> <p>I am flexible and open to new learning.</p> <p>I am prepared to take risks and I learn from my mistakes.</p>	<p>I give time to others and work alongside them.</p> <p>I accept challenges and believe I can do extraordinary things.</p> <p>I can change things in a positive way.</p>
<b>Understanding</b>	<p>I know myself</p> <p>I accept the differences of others</p> <p>I show empathy</p>	<p>I understand how I learn and my learning needs.</p> <p>I can talk about and reflect on my learning.</p> <p>I can demonstrate my learning by teaching others.</p> <p>I can apply my learning.</p>	<p>I am hopeful and inspire others.</p> <p>I believe I can make a difference in the world so it is a better place for us all.</p>
<b>Dependable</b>	<p>I can count on me</p> <p>Others can count on me too</p> <p>I can do the right thing at the right time</p>	<p>I persevere.</p> <p>I am responsible for my own learning.</p>	<p>I show others I am willing to do extra and 'give things a go'.</p> <p>I set high standards and have high expectations of myself.</p>

# Cultural Diversity

The school curriculum encourages 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. At Golden Sands School, 22% of our students identify as Maori. We acknowledge and respect traditions of local iwi and have been working with Ngai te Rangi and our local cluster to identify a graduate profile for our learners. We have developed a good relationship with Nga Potiki and our local marae, Tamapahore.

## **How will our school reflect the unique position of Maori**

We understand, value and appreciate the values of the Treaty of Waitangi. This will be achieved through Te Reo and tikanga being integrated in classrooms and in whole school activities and programmes.

We will endeavour to incorporate te reo and tikanga at Golden Sands School by

- funding a specialist te reo teacher to build teacher capacity
- ensuring that we have bilingual signage around the school
- considering Maori protocol when meeting, welcoming or farewelling visitors to the school
- considering protocols when opening new buildings in the school
- sharing a karakia at appropriate times
- celebrating Matariki
- integrating local legends and stories into learning programmes
- consulting and involving the whanau group in school planning
- developing te reo programmes across the school
- providing professional learning for teachers

The Board of Trustees will consider all requests for instruction in Te Reo Maori in the light of the school's resources and capabilities at the time. If the request requires a higher level of Te Reo instruction than our resources allow, the following options will be explored with whanau:

- Dual enrolment with the Correspondence School.
- Enrolment in one of the local Kura
- Discussions and meetings with external Maori Advisors for guidance and support

## Strategic Plan 2020

Strategic Goal	Indicators of success
<p><b>Positive Learning Environment</b></p> <p>All students will be empowered and challenged to maximise their progress and achievement.</p>	<ol style="list-style-type: none"> <li>1. Teacher pedagogy and practice is culturally responsive and inclusive</li> <li>2. Students participate actively in learning with agency</li> <li>3. Teachers are equipped with knowledge and strategies to deliver a rich, engaging curriculum in an adaptive and personalised way</li> <li>4. Information is used to promote equitable and excellent outcomes for all students</li> <li>5. Leadership capability is improved/increased</li> <li>6. Appraisal system supports improved teacher practice</li> </ol>
<p><b>Positive School Culture</b></p> <p>To provide an inclusive environment in which all GSS community experience hauora.</p>	<ol style="list-style-type: none"> <li>1. The school environment, systems and practices will support students to make positive behaviour choices.</li> <li>2. The school environment, systems and practices will support teacher and student hauora.</li> </ol>
<p><b>Positive community partnerships</b></p> <p>To nurture and grow a strong connection with our local community and environment</p>	<ol style="list-style-type: none"> <li>1. Communication builds trusting and respectful relationships</li> <li>2. Collective knowledge, wisdom and experiences of parents and whānau and members of the community are harnessed</li> <li>3. Communication will provide the means to inform, promote, gather and educate.</li> </ol>

## Annual plan

Strategic Goal	What	Who	Progress review
<p><b>1.Positive Learning Environment</b></p> <p>All students will be empowered and challenged to maximise their progress and achievement.</p>	<ul style="list-style-type: none"> <li>● Develop an understanding of bicultural practice so Maori can achieve educational success as Maori (Treaty of Waitangi Professional Learning)</li> <li>● Develop culturally responsive teacher practice in writing and maths. (Professional Learning, co-teaching, observations, planning, appraisals, spirals/teacher inquiry)</li> <li>● Establish and develop a pedagogy team that is responsible for the development of the GSS Inquiry curriculum, Digital Technology curriculum and Learning Through Play pedagogy</li> <li>● Investigate how to build student agency in writing (research project, student voice, Gifted and Talented, work with Dr Gadd). Trial and scale up if appropriate.</li> <li>● Use information and data to inform practice in reading/writing/ maths (review of assessment, etap alignment, moderation)</li> </ul>	<p>SLT and Te Ao Maori Team</p> <p>DP and Pedagogy Team</p> <p>SLT</p> <p>DP and Team Leaders</p> <p>SLT and Team Leaders</p> <p>SLT</p>	

	<ul style="list-style-type: none"> <li>● Build leadership capability (in house Professional Learning, opportunities to lead, coaching, mentoring, aspiring leaders, curriculum team.</li> <li>● Review and implement appraisal system in line with the Teacher Professional Standards and Teacher Inquiry</li> </ul>	SLT and Team Leaders	
<p><b>2. Positive School Culture</b></p> <p>To provide an inclusive environment in which all GSS community experience hauora</p>	<ul style="list-style-type: none"> <li>● Review behaviour management procedures, co construct positive behaviour for learning expectations across the school.</li> <li>● Implement Positive Behaviour for Learning (PB4L)school wide programme</li> <li>● Create a pastoral team which includes Special Educational Needs Coordinator (SENCO), Senior Leadership Team (SLT) and the introduction of Social groups eg. Seasons, Circle time</li> <li>● Professional Learning-special needs and inclusion including Incredible Years training</li> <li>● Teacher Aide Professional Learning</li> <li>● Review Deputy Principal (DP)/SENCO job descriptions to reflect the needs of the school (learning and behaviour)</li> <li>● Develop a health and wellbeing programme for staff (work/life/balance).</li> <li>● Induction programme for new staff</li> </ul>	<p>DP and PB4L Team</p> <p>All staff</p> <p>SLT and SENCO, school councillor</p> <p>SENCO and MOE</p> <p>SENCO SLT and SENCO</p> <p>SLT and Team Leaders</p> <p>SLT and Team Leaders</p>	

	<ul style="list-style-type: none"> <li>● Review celebrating success work and integrate into PB4L</li> </ul>	SLT and Team Leaders	
<p><b>3. Positive community partnerships</b></p> <p>To nurture and grow a strong connection with our local community and environment</p>	<ul style="list-style-type: none"> <li>● Provide a balanced picture of what is happening at school in Facebook and newsletter (whanau days, kapa haka, assemblies, choir)</li> <li>● Rebuild whanau group (supporting Maori achievement/inclusiveness)</li> <li>● Host parent education workshops (reading together, writing Professional Learning)</li> <li>● Share annual plan to parents via newsletter, website and briefly Learning Community Meetings</li> <li>● Parent meetings (Learning community meeting, learning snapshots, 3 way conference, learning showcase)</li> <li>● Board of Trustees (BOT) share regular updates via newsletter and website</li> </ul>	<p>SLT, sports coordinator, admin staff and teachers</p> <p>Principal and Te Ao Maori Team Pedagogy Team</p> <p>Principal</p> <p>All teaching staff</p> <p>BOT</p>	

## Improvement plan for 2020 Targets

**Strategic Goal:** . All students will be empowered and challenged to maximise their progress and achievement.  
(Positive Learning Environment)

**Annual Goal** To support learning and engagement so that all students can make progress and achieve (be successful)

### Annual Target 1

To accelerate the progress of 52 boys (24%) who are BELOW in Writing at the end of 2019

### Baseline data summary

#### Writing. Gender

	Well Below	Below	At	Above	Total
Y0:Female				100% (41)	41
Y0:Male				100% (31)	31
Y1:Female		2% (1)	91% (39)	7% (3)	43
Y1:Male		2% (1)	96% (50)	2% (1)	52
Y2:Female		5% (3)	56% (31)	38% (21)	55
Y2:Male		11% (6)	58% (31)	30% (16)	53
Y3:Female		22% (13)	38% (22)	40% (23)	58
Y3:Male		36% (24)	35% (23)	29% (19)	66
Y4:Female	2.0% (1)	11.8% (6)	27.5% (14)	58.8% (30)	51
Y4:Male	9.8% (5)	23.5% (12)	37.3% (19)	29.4% (15)	51
Y5:Female	8.2% (4)	10.2% (5)	36.7% (18)	44.9% (22)	49
Y5:Male	7.3% (3)	24.4% (10)	51.2% (21)	17.1% (7)	41
Y6:Female	4.3% (2)	4.3% (2)	26.1% (12)	65.2% (30)	46
Y6:Male	7.8% (4)	21.6% (11)	43.1% (22)	27.5% (14)	51
<b>Totals</b>	<b>2.7% (19)</b>	<b>13.7% (94)</b>	<b>43.9% (302)</b>	<b>39.6% (273)</b>	<b>688</b>

**Priority Learners** Priority Learners are groups of learners who have been identified as historically not experiencing success in the NZ schooling system. These include Maori, Pasifika and students with special learning needs. Priority Learners at Golden Sands School are made up of:

- 65 Maori students
- 3 Pasifika students and 1 Special needs (ORS) students have been redacted

83.6% of ALL students are at or above  
 82% of MAORI students are at or above  
 86% of NZ EUROPEAN students are at or above

## Annual Target 2

To accelerate the progress of 22 Maori students (18%) who are BELOW in Writing at the end of 2019

### Baseline data summary

#### Writing. Ethnicity

	Well Below	Below	At	Above	Total
Y0:NZ European				100% (45)	45
Y0:NZ Maori				100% (17)	17
Y1:NZ European		2% (1)	95% (62)	3% (2)	65
Y1:NZ Maori			90% (18)	10% (2)	20
Y2:NZ European		7% (5)	53% (37)	40% (28)	70
Y2:NZ Maori		11% (2)	78% (14)	11% (2)	18
Y3:NZ European		28% (20)	31% (22)	42% (30)	72
Y3:NZ Maori		27% (7)	42% (11)	31% (8)	26
Y4:NZ European	2%(1)	20% (11)	24% (13)	54% (29)	54
Y4:NZ Maori	7%(2)	14% (4)	39% (11)	39% (11)	28
Y5:NZ European	5%(3)	16% (10)	44% (28)	35% (22)	63
Y5:NZ Maori	21%(3)	29% (4)	21% (3)	29% (4)	14
Y6:NZ European	7%(4)	13% (7)	24% (13)	56% (30)	54
Y6:NZ Maori		13% (3)	61% (14)	26% (6)	23

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83.6% of ALL students are at or above  
 82% of MAORI students are at or above  
 86% of NZ EUROPEAN students are at or above

### Annual Target 3

To accelerate the progress of 90 girls (30%) who are BELOW in Maths at the end of 2019

#### Baseline data summary

#### Maths. Gender

	Well Below	Below	At	Above	Total
<b>Y0:Female</b>		10% (4)	83% (35)	7% (3)	<b>42</b>
<b>Y0:Male</b>		16% (5)	75% (24)	9% (3)	<b>32</b>
<b>Y1:Female</b>		30% (13)	28% (12)	42% (18)	<b>43</b>
<b>Y1:Male</b>		23% (12)	35% (18)	42% (22)	<b>52</b>
<b>Y2:Female</b>		49% (27)	38% (21)	13% (7)	<b>55</b>
<b>Y2:Male</b>		25% (13)	28% (15)	47% (25)	<b>53</b>
<b>Y3:Female</b>		37% (21)	46% (26)	18% (10)	<b>57</b>
<b>Y3:Male</b>		29% (19)	32% (21)	38% (25)	<b>65</b>
<b>Y4:Female</b>		45% (23)	29% (15)	25% (13)	<b>51</b>
<b>Y4:Male</b>		19% (10)	54% (28)	27% (14)	<b>52</b>
<b>Y5:Female</b>	6% (3)	9% (4)	51% (24)	34% (16)	<b>47</b>
<b>Y5:Male</b>		18% (7)	41% (16)	41% (16)	<b>39</b>
<b>Y6:Female</b>	2% (1)	20% (9)	48% (22)	30% (14)	<b>46</b>
<b>Y6:Male</b>		20% (10)	29% (15)	51% (26)	<b>51</b>
<b>Totals</b>	<b>0.6% 4</b>	<b>25.8% 177</b>	<b>42.6% 292</b>	<b>30.9% 212</b>	<b>685</b>

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73.4% of ALL students are at or above  
 71% of MAORI students are at or above  
 79.1% of NZ EUROPEAN students are at or above

When	What (Strategic Initiatives)	Who	Indicators of Progress
2020	<ul style="list-style-type: none"> <li>● Develop an understanding of bicultural practice (p.10) so Maori can achieve educational success as Maori (Treaty of Waitangi Professional Learning)</li> <li>● Develop culturally responsive teacher practice (p.12) in writing and maths. (Professional Learning, co-teaching, observations, planning, appraisals, spirals)</li> <li>● Investigate how to build student agency in writing (research project, student voice, GATE)</li> <li>● Apply findings of research to include more students</li> <li>● Use information and data to inform practice in reading/writing/ maths (review of assessment, etap alignment, moderation)</li> <li>● Build leadership capability (in house PLD, opportunities to lead, coaching, mentoring, aspiring leaders, curriculum team)</li> <li>● Plan and implement Digi Tech Curriculum</li> </ul>	<p>Full staff Led by SLT and Te Ao Maori Team</p> <p>Full staff Led by SLT and pedagogy team</p> <p>Full staff Led by SLT/Murray Gadd</p> <p>SLT / Teaching staff</p> <p>Teaching staff SLT/MLT</p> <p>Led by SLT</p> <p>DP and Pedagogy team</p>	<ul style="list-style-type: none"> <li>● Teachers feel more confident in working with whanau to support tamariki and their whanau to experience success as Maori. (Use bicultural practice tool - p10 to be developed, survey format, p100)</li> <li>● Teachers understand student agency and have inquired into improving their practice to build this</li> <li>● Success has been scaled up and results are compared and analysed</li> <li>● Findings are shared with all staff. Successful practice is scaled up</li> <li>● Data is analysed to inform practice and assessment tools have been reviewed to ensure relevance</li> <li>● INhouse leadership programmes have been delivered for Team Leaders, mentor teachers, aspiring leaders and curriculum leaders</li> <li>● Teachers have engaged in the PLD for Digi tech and trialled unplugged and plugged activities integrated into writing practice. Current practice is reviewed.</li> </ul>

**Monitoring:**

Once per term enter into etap a **judgment** about the writing/maths level of the child

Team data analysis will be completed at the end of every term

Data will be monitored once a term by the leadership team

Data will be reported to the BOT once a term.

Leadership team will complete two observations of all teachers, gathering observational data and student voice.

**Resourcing:** Whole school PLD with Murray Gadd/ Dinah Harvey

Literacy and Maths leadership with DP's and team leaders