



Charter 2021

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 2021) has 660 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 in our zone and these are being quickly purchased by families wanting to enrol in the school.

We have 35 learning spaces (35 classroom equivalents) on site at present with the latest building development beginning in term 2 this year. 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

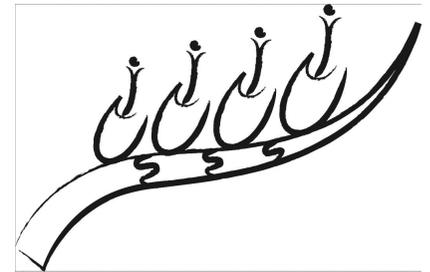
Mission *how will we achieve this?*

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>Our Living:</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>Our Learning:</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.</p> <p>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>Our Leadership:</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>
Proactive	<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>
Respectful	<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>
Open	<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>
Understanding	<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>
Dependable	<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



Te Rito o te Harakeke

OUR VISION

We aspire to be

“Positive Participants in the Global Community”

Heart of the Community
Holoistic Approach to Growth



Together United



OUR STRATEGIC GOALS

Implement a rich, authentic localised curriculum across the school.

Grow effective pedagogy across the school.

Strengthen hauora for staff, students and whanau.



OUR INITIATIVES

1. Design a GSS local curriculum with staff and community by the end of 2023.
2. Integrate digitech learning seamlessly throughout our local curriculum by 2023.
3. Establish a learning through play philosophy and curriculum in Year 0-2 by 2022.

1. Build an understanding of culturally responsive practice across the staff by the end of 2022.
2. Build an understanding of inclusive practice across the staff by the end of 2022.
3. Develop leadership capability to influence growth of effective pedagogy

1. Establish the PB4L philosophy and tier 1 programme across the school by the end of 2022.
2. Embed school values through PB4L teaching and learning by 2022.
3. Develop a strong sense of hauora amongst the staff by 2021.



OUR SUCCESS STATEMENTS

Our learners access the curriculum engaging in learning where they feel valued for their contribution to the community.

Our teachers have the confidence and capability to be responsive to every learners needs.

Staff, students and whanau will feel valued and safe.

We believe in being **PROUD** in Living, Learning and Leadership
PROACTIVE · RESPECTFUL · OPEN · UNDERSTANDING · DEPENDABLE



ROAD MAP

OUR GOALS

Implement a rich, authentic localised curriculum across the school.

Grow effective pedagogy across the school.

Strengthen hauora for staff, students and whanau.

YEAR 1 2021

YEAR 2 2022

YEAR 3 2023

OUR SUCCESS

Design a GSS local curriculum

Integrate Digi-tech Learning

Establish a learning through play philosophy and curriculum

Our learners access the curriculum engaging in learning where they feel valued for their contribution to the community.

Build an understanding of culturally responsive practice

Build an understanding of inclusive practice

Develop leadership capability

Our teachers have the confidence and capability to be responsive to every learners needs.

Establish the PB4L philosophy and tier 1 programme

Embed school values through PB4L teaching

Develop a strong sense of hauora

Staff, students and whanau will feel valued and safe.

GSS 2021 Annual Plan

Curriculum Goal: Implement a rich authentic, localised curriculum across the school.

INITIATIVE 1: Review our GSS local curriculum and it's value and importance by the end of 2023.

Action	Responsible	Resources	Start	Due	Measure/Planned Outcome
Engage in MOE professional learning	SLT Pedagogy team	MOE PLD Joy of Play mini conference. \$2898	All year Jan 27th		Teachers curriculum content, knowledge and ability to integrate all curriculum areas into rich learning will develop
Collect staff, community and student voice. "What is important to them to learn in a "local voice".	Pedagogy team, SLT	Staff - ongoing through curriculum PLD Community - via meetings Students - interviews	Term 1 Term 1 Term 1	Term 4 Term 1 Term1	Relevant information will be collected and used to inform GSS curriculum review
Review assessment practices	SLT and TL	Team leader and teacher PLD time	Ongoing	Ongoing	Teacher assessment knowledge and practice will align with the NZ Curriculum
Research and critique theories of learning	SLT led, all staff involved	Time	Ongoing	Ongoing	Teachers are able to voice critique about theories of learning

INITIATIVE 2: Integrate digitech learning seamlessly throughout our local curriculum by 2023.

Action	Responsible	Resources	Start	Due	Measure/Planned outcome
Develop an action plan for the PLD project for 200 hours	SLT	MOE PLD	Term 1	Term 2	Plan completed

INITIATIVE 3: Establish a learning through play philosophy and curriculum in year 0-2 by 2022

Action	Responsible	Resources	Start	Due	Measure/Planned outcome
Staff attend the Joy of Play Conference	Team leaders and pedagogy team	Digital conference. Attendance fees \$230 pp	January - February		Feedback from conference showing actions taken
Interested teachers attend a mini-conference (Joy of Play) at school	Interested teachers	Digital conference material. No cost. Teacher time	January		Number of staff volunteering to attend.
Collect PIC (Practice Implementation Checklist) data and use to inform ongoing PLD	Sue	Observation time	Ongoing		Relevant PLD is delivered, connected to observations from PIC data
Timetable and teach in a play-based learning environment	Sue, Carol, Angela, Jakalah	Class time	All year		Teacher Planning will show opportunities for the development of urges and learning across the curriculum
Explore the role of the teacher in Learning through Play.	Sue, Carol, Angela, Jakalah	Combined team meetings Rutherford/Ngata/Sheppard Visits from other schools Visit other schools	All year		Rutherford, Sheppard and Ngata communities use Practice Implementation Checklists three times a year data to inform and grow teacher practice. Feedback from school visits.
Develop ways of assessing and communicating children's progress	Sue, Carol, Angela, Jakalah	Combined team meetings Rutherford/Ngata/Sheppard Visits from other schools Visit other schools	All year		School assessment plan for years 0-1 will be focused on what is valued in our school curriculum.
Share and discuss research and readings to develop school philosophy	SLT and team leaders, specifically 0-2	The Joy of Play conference with Longworth Education. Combined team meetings Rutherford/Ngata/Sheppard Team leader meetings	Jan 2021 All year		Teachers will discuss readings and research at team meetings

Pedagogy Goal: Grow effective pedagogy across the school

INITIATIVE 1: Build an understanding of culturally responsive practice across the staff by the end of 2021

Action	Responsible	Resources	Start	Due	Measure/Planned Outcome
Engage in MOE DMIC (Developing Mathematical Inquiry Communities) PLD	Kirsty Liaison Whole staff	MOE PLD - DMIC	Feb 3	December 16	All teaching staff engage in Dynamic Mentoring PLD facilitator twice per term.
Inquire into our professional practice through the professional growth cycle.	Whole staff	MOE PLD, including DMIC	Feb	Dec	Collaborative Inquiry evidence of reflection and action
Identify Boys in Writing and Maori in Mathematics who are not meeting expectations, and accelerate their progress.	Teaching staff SLT	Team meeting time	Feb	Dec	Achievement data for all ethnicities
Provide release for Charles to co-teach Te Reo/Tikanga in classrooms with teachers	Charles	0.2 release time BOT funded	Term 1 Week 6	Term 4 Week 6	Teacher confidence to teach Te Reo Maori will improve. Teacher self assessment
Promote diverse and local role models.	All staff	Local community members	All year	All year	Diverse forms of excellence and success will be celebrated. Evident in planning/lessons and events
MOE Te reo Maori course offered to all staff	Attendees	Teacher time	All year	All year	Enrolled staff increase capability in te reo

INITIATIVE 2: Build an understanding of inclusive practice across the staff by the end of 2021

Action	Responsible	Resources	Start	Due	Measure
Complete School Review Survey (Inclusive Practices)	Principal	Survey completion during SPL time	Term 4	Term 4	Inclusive Practices Survey tool

Develop action plan using information from the IPT	SLT	Time	Term 4	Term 1 2022	Action plan complete
Show teachers how to use FBA (Functional Behavior Analysis)	SENCO	Team meeting where needed	Term 1	Term 4	Number of FBA observation/analysis undertaken by staff
Support teachers to use FBA where necessary	SENCO	SENCO time	Term 1	Term 4	Number of FBA observation/analysis undertaken by staff
PLD for Teacher Aides	SENCO	Teacher Aide meetings. SENCO time.	Term 1	Term 4	PLD delivered TA voice
Support teachers to understand Tier Support Systems	SENCO	SPL. Team leader meetings.	Term 1	Term 4	Meeting minutes

INITIATIVE 3: Develop leadership capability to influence growth of effective pedagogy amongst teaching staff until 2023

Action	Responsible	Resources	Start	Due	Measure
Provide PLD in the Professional Standards	Sue	Team Leaders Day MLT meeting time, SPL meetings	Term 1		The GSS Quality practice template will be constructed with the teaching staff
Leaders will learn about the coaching process and collaborative inquiry with their team.	Sue. Team leaders	Team leaders meet with Sue three times a term	Term 1-2		Team leaders will plan coaching strategies based on observational data
The leaders will coach the teachers in their communities to be skilled critical inquirers of their classroom practice	Team leaders	Team leaders meet with their teachers three times a term	Terms 2-3		Team leaders will practice coaching strategies with the teachers at team meetings and document outcomes. Teachers will recognise the shifts in their teaching practice and the impacts on learners
Teams of teachers will present/share the findings from their Inquiry with	All teachers	SPL	Term 4		The strategies and outcomes will be shared and discussed

the teaching staff				
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Hauora Goal: Strengthen hauora for staff, students and whanau

INITIATIVE 1: Establish the PB4L philosophy and tier 1 programme across the school by the end of 2022

Action	Responsible	Resources	Start	Due	Measure
Complete and analyse self assessment data to inform PLD	PB4L Team	Meeting time	Term 1	Term 1	Teaching staff have completed a classroom assessment. Classroom assessment survey
3–5 positively and clearly stated expectations defined and posted in public areas of the school	PB4L team with staff	PB4L Meeting time	Term 2	Term 3	Expectations are clearly posted in all public areas of the school. Expectations are evident in school newsletter and on school website
Students and staff develop and use the acknowledgment system to ensure all students are receiving positive acknowledgments.	PB4L team with staff	Meeting time, assembly time	Term 3	Term 4	Team summarises school discipline data Team uses behavioural incident data (ODRs), attendance data, and other behavioural data for decision making and to inform PB4L teaching.

INITIATIVE 2: Embed school values through PB4L teaching and learning by 2022

Action	Responsible	Resources	Start	Due	Measure
Display school values across the school	All staff	Classroom PB4L wall	Term 1	Term 4	Creative displays are completed Students can talk through the values and what they mean to them
Integrate values into PB4L lesson plans.	DP	Whole school lesson plans	Term 1	Term 4	Lesson plans will show integration of school values

Deliberate teaching of values through lessons	DP	Whole school lesson plans Student videos	Term 1	Term 4	Videos created by students Teacher and student voice
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INITIATIVE 3: Develop a strong sense of hauora amongst the staff by 2021

Action	Responsible	Resources	Start	Due	Measure
Build on themes extracted from 2020 appraisals	SLT	Time Key note from Learning through play conference	Term 1	Term 4	Twice yearly check point with coaching conversations Term 4 presentation of teacher practice inquiry
Provide Vitae counselling	Principal		ongoing	ongoing	Uptake reporting
Influenza vaccinations	Principal	\$30 per staff member	April	July	Uptake reporting

2021 Targets

Maths

Accelerate the progress of 64 Maori students achieving below expectations.

Writing

Accelerate the progress of 94 boys achieving below expectation in writing

Reading

Accelerate the progress of 81 Year 2 (2021) students that are below expectation in reading

Accelerate the progress of all Year 1 students (2021) in reading.