School Charter
Strategic and Annual Plan for
Gulf Harbour School
2017 -2019

Principal's endorsement:	February 2017
Board of Trustees' endorsement:	15th February 2017
Submission date to Ministry of Education:	1st March 2017

Introductory Section

Mission Statement	'Be the Difference' - te rere ketange We see our students and staff strong and assured in their purpose, having a voice of influence and knowing they can make a difference. Our school will be recognised for quality teaching and learning and for having high expectations in everything we do. We see a learning community placing emphasis on exploring 'real life' contexts where everyone feels supported and actively engaged in their learning journey and where they are encouraged to take risks and 'give it go'. Gulf Harbour school is a place which celebrates individuality, excellence and creativity.
Vision	To pursue quality, authenticity and creativity in learning - ke ti whai kounga motuhuhu me te au aha *ents the opportunity to explore the skills, knowledge and attributes that underpin a* *e "beyond the harbour" and into the 21st Century .*
School Values	*the mindset of exploration and discovery, to risk* *to push through* *to see, own and act* *to enjoy the journey*
Principles	1. (te ora mau marautangna hono) We believe that powerful learning involves authentic connections across the curriculum. *s that enable connections between thinking and learning and enhances* *Hauhora) development.*

	2. We believe that students learn in different ways, that they have different needs and strengths and all have a voice in their learning. We strive for high expectations from all our learners to make progress in Reading, Writing and Math. *r - student and Whanau.*) 3. We believe that high expectations drive quality outcomes. Our students use their own cultural beliefs, experiences and knowledge to "be the difference". *respect, kindness and our school values.* 4. We believe technology is a powerful resource and tool to support learning. We see our staff committed to providing and promoting digital opportunities within their programme to enable possibility. *application of technology.*
Māori Dimensions and Cultural Diversity	*atanga (kinship through relationships) and aims to* *hrough people being 'tika' (doing the right thing by* *a' (being compassionate) in their interactions and* *enata and our goal is to incorporate Te Reo Maori*

Baseline Data

Students' Learning

National standards data (students operating at or above)

Strategic Goal 1	2012	2013	2014	2015	Target 2016	2016
Writing	63%	71%	70%	72%	81%	76%
Boys	52%	66%	60%	65%		71%
Girls		77%	80%	78%		79%
Māori	60%	52%	44% (11)	64% (14)	82%	71% (42)
Reading	78%	76%	83%	83%	88%	81%
Boys		74%	82%	84%		80%
Girls		79%	83%	83%		84%
Māori	53%	60%	68% (17)	78%	82%	79% (42)
Maths	75%	80%	77%	74%	82%	80%
Boys		82%	76%	76%		76%
Girls	63%	77%	76%	73%		77%
Māori	70%		68% (17)	50% (11)	83%	69% (42)

Student Engagement & well being.

Wellbeing @ School Years 4 - 8			
School wide climate & practices	2015	2016	2017
I feel I belong at school	81%	84%	
Teachers are interested in my culture or family background	64%	67%	
At school, I am taught how to manage my feelings	83%	74%	
At school I am taught what to say or do if other children are being mean or bullying me	78%	73%	
Children treat each other with respect	64%	72%	
Students treat teachers with respect	68%	74%	

	Students are good at listening to each other's ideas and views	72%	64%	
Review of Charter and Consultation	The Charter is reviewed annually. The charter will be submitted to the Ministry of Education by 1st March 2017. The Charter will be ratified by the board on 15th February 2017 .			

Strategic Section - Linked to school Plan on a Page

Core Strategies for Achieving Goals 2017 - 2019		
Domain	Strategic Goal	Key actions
Student	Student Focus on the whole child to achieve the highest possible individual success.	1. Specific targets set and monitored 6 weekly. 2. Using teaching as Inquiry for improving student outcomes. 3. Monitor all target students with the focus on progress of the target students in Math for 2017. 4. Early intervention. 5. Promote sports, fitness and personal well-being across the school.
Community	Increase parental involvement, engagement and connection with the whole School.	1. Promote cultural understanding and fully embrace diversity. 2. Forward plan and fully communicate special events to the community. 3. Improve reporting to parents. 4. Develop communications between home and school - choosing most effective methods of communication & being consistent with it across the school. 5. Develop and fully promote educational workshops for parents and whanau in key curriculum areas.
Staff	Increase personal development and collaboration, to achieve effectiveness and success of staff.	1. Develop further competency and commitment to Ka hikitia and tataiako through PTC and appraisal. 2. Provide opportunities to develop as teachers and leaders within our school.
Environment	To enhance and provide a positive learning culture and environment for all.	1. PB4L - improving social and emotional relationships to promote learning. 2. Create a class/school culture which promotes high expectations and the values of the school.
Operations	Improve outcomes for our students by ensuring effective and efficient procedures are in place.	1. Successfully promote the impact of school donations by improving communication and feedback to parents about where and how the money is spent. 2. Continue to source grants to enhance the learning environment.

ANNUAL SCHOOL IMPROVEMENT PLAN
2017

STUDENT			
Strategic Goal Focus on the whole child to achieve the highest possible individual success.			
Annual Goal		**Key improvement strategies**	
All students to make progress or accelerated progress in Reading, Writing and Math: Target Writing - 85% Target Reading - 85% Target Math - 85% Focussed target students for 2017: Maori - Math Year 3 - Math And identified below children in all year groups for all subjects.		1.Specific targets set and monitored 6 weekly 2.Using teaching as Inquiry for improving student outcomes 3.Monitor all target students with the focus on progress of the target students in Math for 2017 4. Early intervention 5. Promote sports, fitness and personal well-being across the school	
When	**Actions** **(What do we need to do?)**	**Who**	**Indicators of Progress**
Specific targets set and monitored 6 weekly			
End 2016	Create target student lists on assembly based on end of year OTJ and last 6 weekly review.	Teachers	Target groups established on assembly and termly monitoring of data ready for 2017.

Reviewed 6 weekly cycle	Each teacher able to evidence tracking and progress of Maori and identified target students in their class to the Team leader. (Mentored by SLT Term 1 for Team leaders.) The Team leader will then report to the SENCO and SLT.	SLT & Team leaders and Teachers	Samples of children's work collected over time will lead to regular professional discussion around the child. Target and New students carefully reviewed and updated at each level.
Ongoing	Tier 1 students clearly identified and progress monitored by SENCO.	SENCO/Teachers /TA & SLT	IEP/IBP reviewed and updated as part of the 6 weekly review process.
Ongoing	Tier 2 intervention students referred using the school wide process and procedures and their progress monitored.	SENCO, Teacher,	Reflection
On entry to the school Ongoing	ESOL students referred using the school wide process and procedures and progress monitored. Focus on Esol students achievement against ELLP for reporting to parents. PD on ELLP documents and targets set against the progressions.	Dagmar ESOL teacher	ESOL referral process begins at enrolment with clear communication links to ESOL and class teacher. Individual ESOl plan developed for students.
Using teaching as Inquiry for improving student outcomes			
On going	Learning conversations with students which evidence learning intentions, focus on progression, scaffolding for success, visual supports, with multiple opportunities to apply.	SLT	Teachers will be able to show anecdotal formative assessments / notes recorded.
Reviewed 6 weekly cycle	Teaching as Inquiry. All staff will be involved in at least one personal cycle of inquiry documented within their professional portfolio.	Teacher	Personal professional portfolio demonstrates inquiry process linked to performance management processes. Improved student outcomes.

Reviewed 6 weekly cycle	Tier 2 & 3 children will have regular monitoring and parental communication / involvement.	Teacher	Documentation of communication, next steps recorded.
Beginning of each Term	Class newsletter detailing learning focus and relevant details.	Teacher	Newsletters will evidence learning focus.
PD from Term 1 then ongoing	Using the teaching as inquiry model (whole school) to trial effective teaching approaches across the school and evaluating the positive impact on students.	All Staff	Focus on supportive learning environments, reflective thought and action, relevance of new learning, facilitation of shared learning, connections across prior learning and experience, opportunities to learn and inquiry into the teaching and learning relationship (Ako)
PD from Term 2 then ongoing	Starting to develop the e- learning using pedagogy as a driver. Exploring how ICT can supplement traditional ways of teaching but also opening up new and different ways of learning.	IT leader	Developing the school E-learning student and staff proficiency through a pedagogical viewpoint.
Monitor all target students progress focussing on Math for 2017			
End of 2016	Appoint a maths curriculum leader. Job description and action plan in place. Timetabled curriculum leadership time planned for and budgeted for throughout the year.	Mel Kirsten Kiata	Successful appointment made.
During 2017	At least 60% of PD time dedicated to improving math pedagogy across the school and assessment and moderating practices.	SLT Kirsten	Effective teacher planning. Children able to clearly talk about their learning and next steps. Increased teacher confidence in making math OTJs.

During 2017	Invite teacher aides to relevant maths PD.	Mel	Enhanced practice.
On going PD for Maths and the PACT tool (Throughout 2017)	Developing quality teaching and learning through rich Math tasks and problem solving in line with the PACT tool to establish better moderation of Math achievement and improved student outcomes.	Math leader (Kirsten Kiata)	Rich tasks embedded in teachers' planning and an moderated understanding of progression.
6 weekly cycle for Maori and Math target students.	Starting with the Maori Math and Math progress at each 6 weekly review we will monitor the achievement and development of the target students and teacher practice/whole school inquiry cycle.	Team Leaders	Accelerated progress in math for the identified children and improved teacher planning and practice.
During 2017	Mathletics to be added to the school stationery list for Years 2 - 8. Linked to house team points.	Kirsten Class teachers to promote	High levels of pupil participation. Improved confidence and student outcomes.
During 2017	The school to be part of ALiM2 during 2017.	Kirsten Fiona	Accelerated progress for children below/Maori target children. Improved teacher pedagogy.
Early intervention			
From Term 1	Consistent approach for the teaching of phonics within Years 1 & 2 - Through the 6 weekly review, interventions including the phonics teaching approach (Yolande Sorrel) will be monitored and evaluated. Team meeting will be used to professionally develop the capacity of the staff with the view of	Gill Steel	Each 6 weekly review the % of year 1 and 2 students who will be at or above the National standards for Reading will increase.

	spreading this further through the school. Phonic based Community workshops (see community plan).		
From Term 1	Consistent approach to the Reading Rocket Progressions for Reading - To fully embed the 'Reading Rockets' progressions for reading across the juniors and ensuring all new staff onboard.	Gill Steel	Each 6 weekly review the % of year 1 and 2 students who will be at or above the National standards for Reading will increase.
From Term 2	To further investigate the possibility of running COSMODBRICS (math) groups.	SLT/Kirsten	Accelerated progress of target students for basic facts and number knowledge.
Promote sports, fitness and personal well-being across the school			
End of 2016	Appoint a Sports Leader.	Mel	Successful appointment made.
Ongoing from Term 1	Develop a progressive sports programme from Y1 - 8.	Ruth	Coverage of sports in place.
	Sports and fitness PD for all staff.	Ruth	Increased staff confidence. Improved sport outcomes for children. Differentiated lessons delivered.
	Fitness assessments to take place each term - staff encouraged to participate.	Ruth	Improved fitness for all. % increases closely monitored.
	Whole school aquatic programme developed.	Ruth	Confident GHS swimmers.
	Develop before school/ lunchtime/after school sports clubs.	Ruth	Confident GHS represented sports teams.
	Engage with the local community in the form of sports coaches.	Ruth	GHS netball team fully established.
From Term 2	Develop sports academy for gifted and talented students.	Ruth	Challenged students.

Monitoring: 6 weekly cycle will identify issues and gaps. Summary of observations and teaching as inquiry evidence to be recorded in staff performance management files.
Resourcing

COMMUNITY			
Strategic Goal Increase parental involvement, engagement and connection within the whole School.			
Annual Goal		**Key improvement strategies**	
Improve communications so that they are clear and consistent across the whole school.		1. Promote cultural understanding and fully embrace diversity. 2. Forward plan and fully communicate special events to the community. 3. Improve reporting to parents. 4. Develop communications between home and school - choosing most effective methods of communication & being consistent with it across the school. 5. Develop and fully promote educational workshops for parents and whanau in key curriculum areas.	
When	**What (examples)**	**Who**	**Indicators of Progress**
Promote cultural understanding and embracing diversity			
Term 1	Hold 9 week adult Te Reo Maori course at school.	BJ Wilson	More Maori freely used in everyday language.

			High % turn out for workshops.
Term 1/3	Hold ESOL parent workshops.	Dagmar	High attendance, especially of parents of targeted children, to workshops.
Term 1	Organise whole staff/BoT visiting Silverdale Marae	BJ Wilson Mel	A strong sense of belonging to the school from the whole staff.
2017 - 2019	Governance planning for accountability, leadership, representation and employer role for the strategic direction of Maori - Hautu Review	BoT Mel	Board members attending Marae visit. Regular reviews of progress at BOT meetings.
Term 1 Ongoing	Hold PD on Tataiako/Te Reo Maori Class based. Regular Maori input at each staff meeting.	Cultural Lead Kathryn France	Staff confident in delivering Te Reo Maori as an everyday part of life in their classrooms. Evidenced by observing confident children.
Term 1 Ongoing	Develop school connection and relationship with Silverdale Marae (Kerema Nathan)	BJ Wilson Mel Kathryn	Staff visit carried out. Ongoing regular communication between the school and Marae in place.
On going	Te Reo operating in all classrooms.	Teachers Kathryn	Timetabling. Observations.
On going	Develop further competency and commitment to Ka hikitia and tataiako within classroom and whanau.	SLT Kathryn	Planning.
Forward plan and fully communicate special events to the community			
Term 1	To appoint a Community Leader to lead, organise events and work alongside the PTA.	Mel	Successful appointment made.
Beginning of Term 1	To re -engage with the community by holding a social evening to recruit new PTA members.	Mel Community Leader	Solid PTA operating. Well organised events. Increased fundraising for the school.

Throughout the year	Celebrations - Festivals -Matariki -Powhiri hui - End of term assemblies.	SLT Community Leader	Events organised and effectively communicated to families.
Term 1	Relationship building - Meet the teacher at school; House team bbq family challenge at the beach.	SLT Community Leader	House affiliation is developing at school and across whanau. Reduced behaviour issues (linked with PB4L).
Improve reporting to parents			
Term 2 Week 2 and Term 4 Week 2	Learning and Teaching - Parent interviews - Year 4- 8	SLT Community Leader Teacher	100% attendance for parent meetings.
On Going throughout 2017	Learning and Teaching - Parent interviews - Year 1 -3 - at interim and end anniversaries 20/40/60/80/100/120 weeks	SLT Community Leader - Gill Teacher	100% attendance for parent meetings.
Term 2 and Term 4	Learning and Teaching - Written Report- Year 4-8	SLT Community Leader Teacher	Concise progress and next steps reports to comply with the legal requirement to report in writing twice a year to parents.
On Going throughout 2017	Learning and Teaching - Written Report- Year 1 -3 to co inside with parent interview at interim and end anniversaries.	SLT Community leader Gill Teacher	Concise progress and next steps reports to comply with the legal requirement to report in writing twice a year to parents.
National Standards	National standard progress graph for all students at interim and end of year points.	SLT	To enable parents to see progress across time against National Standards.

wedge graph interim and End Year		Community Leaders Teacher	
Improve student outcomes using IEP or IBP	Staff to use school IEP/IBP formats to promote student outcomes for target students.	SENCO Teacher	To help target students achieve personal goals alongside their parents and teacher.
ESOL students reporting	Develop a new report for ESOL students using the ELLP documents to guide us.	Dagmar Fiona	In the first 2 years the ESOL students and their parents will receive a report in line with their progress against the ELLP's as well os the National standards Wedge Graph.
Develop communications between home and school - choosing most effective methods of communication & ensuring consistency across the school			
Termly	Class newsletters written by individual teachers. Team Leaders to ensure that this happens to a high standard..	Teacher Team Leaders	Newsletters highlighting learning focus.
Weekly from Term 1	Porthole weekly 'important dates' reminder email sent to all parents every Tuesday.	Mel Bronny	Informed, happy parents. Increased uptake of activities and attendance of events due to improved communication.
Fortnightly from Term 1	Fortnightly Principal newsletter sent home.	Mel	Informed parents.
Term 1	Fully update the school website - making it more user friendly, including all relevant updated policies and information.	Mel Fiona Karen	Easy to navigate school website in place. Regularly updated. Well informed parents.

Term 1 (ongoing)	All teachers to communicate to every child's parent at least once a term with a positive comment.	Teachers	Informed, happy parents. Confident, recognised children.
Term 1 (ongoing)	All teachers to update their class Yammer pages at least weekly.		Yammer page used consistently by all teachers linked into annual appraisal. Increased % of engagement by parents in Yammer. Children taking ownership of their class site.
Develop and fully promote educational workshops for parents and whanau in key curriculum areas			
Terms 1 - 3	Workshops - ESOL, maths, phonics, reading focused evening meetings.	SLT Teachers Curriculum Leaders	High attendance, especially of parents of targeted children, to workshops.

Monitoring:

Team Leaders to read termly class letters before distributing. Key information must be included.

Effective communication built into staff appraisal and reviewed regularly in team meetings.

Review school calendar of special events regularly during SLT meetings.

Survey with parents the effectiveness of educational workshops.

Resourcing

STAFF			
Strategic Goal Increase personal development and collaboration, to achieve effectiveness and success of staff.			
Annual Goal		**Key Improvement Strategies**	
Promote improved teaching and learning through effective pedagogy.		1. Develop further competency and commitment to Ka hikitia and Tataiako through PTC and appraisal. 2. Opportunities to develop as teachers and leaders within our school.	
When	**What (examples)**	**Who**	**Indicators of Progress**
Develop further competency and commitment to Ka hikitia and tataiako through PTC and appraisal			
Term 1	Develop new appraisal documentation with clear links to Tataiako.	Fiona	All staff fully understanding school/national expectations.
Ongoing	Regular appraisal review timetable in place.	SLT	
Ongoing	Ensure constant referral to performance management evidence during/end of staff meetings.	SLT	Staff have up to date PM files that are embedded into the GHS life.
Ongoing	School wide focus on Effective Pedagogy - Driven through NZC and Math focus	SLT Kirsten K	Improved student outcomes.
Opportunities to develop as teachers and leaders within our school			
End of 2016	Leadership positions advertised internally and externally.	Mel/Fiona	Highly skilled professionals successfully appointed.
From Term 1	Regular meetings including all team leaders.	Mel	Staff feeling included. Information shared across the school.
Ongoing	Timetabled quality CRT planned for the year.	Mel/Fiona	Quality planning produced - improved student outcomes. Assessments up to date.

Ongoing	Timetabled regular management release time for all team/subject leaders.	Mel/Fiona	Supported staff team.
From Term 1	Professional development for PACT.	Kirsten/Fiona	Improved teaching and learning.
From Term 1	Professional development for ELLP.	Dagmar	Improved teaching and learning.
From Term 1	Professional development - Literacy Tool Box.	Dagmar	Improved teaching and learning.
From Term 1	Professional development - PB4L.	PB4L Team	Whole staff shared high expectations. Community involvement.
Monitoring Six weekly reviews. SLT meetings.			
Resourcing			

ENVIRONMENT			
Strategic Goal To enhance and provide a positive learning culture and environment for all.			
Annual Goal		**Key Improvement Strategies**	
To fully embed high expectations and the positive behaviour for learning philosophy throughout the whole school.		1. PB4L - improving social and emotional relationships to promote learning and well-being. 2. Create a class/school culture which promotes high expectations and the values of the school.	
When	**What (examples)**	**Who**	**Indicators of Progress**
PB4L - improving social and emotional relationships to promote learning			
End of 2016	Ministry advisor contacted. Presentation to all staff and survey administered.	Ministry Advisor	92% of staff surveyed wanted the school to be part of the PB4L initiative. Accepted onto the programme.
Term 2	Develop a school wide behaviour team that meets monthly.	Mel	Meetings take place and have full attendance.
Term 3	Behaviour action plan developed.	PB4L Team	Action plan completed and presented to staff.
Ongoing	Behaviour guidelines regularly discussed and reviewed.	PB4L Team Staff	All staff on board.
All year	Relevant staff attend all off site PB4L training.	PB4L Team	100% attendance.
Create a class/school culture which promotes high expectations and the values of the school			
Term 1	Time at TOD dedicated to discussing school expectations.	Mel	Whole staff agreement of GHS expectations.
	In teams - develop class expectations.	Team Leaders	
	All classes to have a treaty and class waka displayed.	Teachers	

	All children to be part of a GHS house team. New enrolments & staff will automatically be designated a team.	Bronny	All members of the GHS community know their house team and play an active role.
Term 1	All children will be given a team shield to wear on their left arm to show the team they belong in.	Mel	Children proud of their house team. Staff recognise house teams and reward accordingly.
Ongoing	Fortnightly team meetings will take place.	All Staff	High levels of team camaraderie and family spirit.
	Regular team events.	Ruth	Planned and executed each term.
	Team rewards given for leading house points.	All staff	Children wanting their teams to win. Staff encouraging all teams to do well.
Term 1	House captains appointed.	Teachers	Outstanding student role models in place.
Term 1	Children rewarded in the form of house points for showing school values.	All staff	Weekly review of house points during Monday morning assembly. High priority.
Term 1	Each house team represented by teardrop flags on display at the front of the school, during assemblies and special events.	Mel Ruth	Teardrop flags on display and part of the school environment.
Term 3	School values reviewed and outworked by the school/local community.	PB4L Team	Agreed school values firmly in place.
Monitoring Regular behaviour reviews with SLT. Carry out pupil social and emotional survey during the year.			
Resourcing			

OPERATIONS			
Strategic Goal Effective and efficient procedures firmly in place to continue improvements to our school.			
Annual Goal		**Key Improvement Strategies**	
Increase school donations for improvement of our School.		1. Improve communication and feedback to parents about where and how their money is spent. 2. Continue to source grants to enhance the learning environment including fundraising for a school hall.	
When	**What (examples)**	**Who**	**Indicators of Progress**
Improve communication and feedback to parents about where and how their money is spent			
From Term 1	Inform parents through first school newsletter of importance of school donation. Pay online	Mel	Increase school donations by 7%. 63% support in 2016, the school donation target is 70% for 2017.
	Send out additional more detailed newsletter regarding importance of school donations.		
	Communicate regular updates with parents on amount of school donations received and what it has been used for.		
	Provide ways of making it easy for parents to pay their school donation by providing internet banking, school shop, payment plans clear.		
	Offer 10% discount enhancements for paying school donations.		
Term 1	Promote school hall through signage.	Tony	
Continue to source grants to enhance the learning environment			
Term 1	Research sports grants and local sponsorships	Mel Ruth	Improved resources. Increased support from the local community.

Term 2	Work with Yvonne to develop effective applications for additional funding.	Mel Tash	Successful applications.
Term 2	Complete Ministry professional development journal to obtain support and funding for targeted academic areas.	Mel Fiona	Support provided by the Ministry. Improved student outcomes in key areas. SLT supported.
Monitoring Regular funding reviews to take place with Tash & Ruth.			
Resourcing			

Other 2017 Key Improvement Strategies to Achieve Strategic Vision			
Property (summarised from property plan)	**Short Report**	**Finance**	**Short Report**
Rm 6 Hall development Outside environments: Entrance garden redevelopment Furniture & Equipment: Classroom furniture Office furniture.	Resolve with MOE leaky issues in Room 6 and whole front block. Plans drawn up and published. Need to get an action plan and engagement. Entrance to be replanted and tidied Refer school budget and asset replacement plan.	School Donations. Increase school donations by 7% School PTA. Reconvene PTA/fundraising team with view to continuation of previous years with new personnel Local Fundraising Review income streams - specifically food days, BASC.	63% support in 2015, the school target 70% is 2016 Additional school personnel requires funding from the BOT Income streams, trading, food days and funding applications need further increase.
Personnel	**Short Report**	**Systems and Processes**	**Short Report**
Leadership development.	Restructure to incorporate the appointment of new senior leadership	Increased standardisation, review and improvement in school systems	Behavioural Management Staff handbook

Performance Management	Restructure to include higher levels of collaboration with team based approaches. Closer support and monitoring of staff through ongoing review and feedback		Performance Management Assessment overview Reporting overview Health & Safety