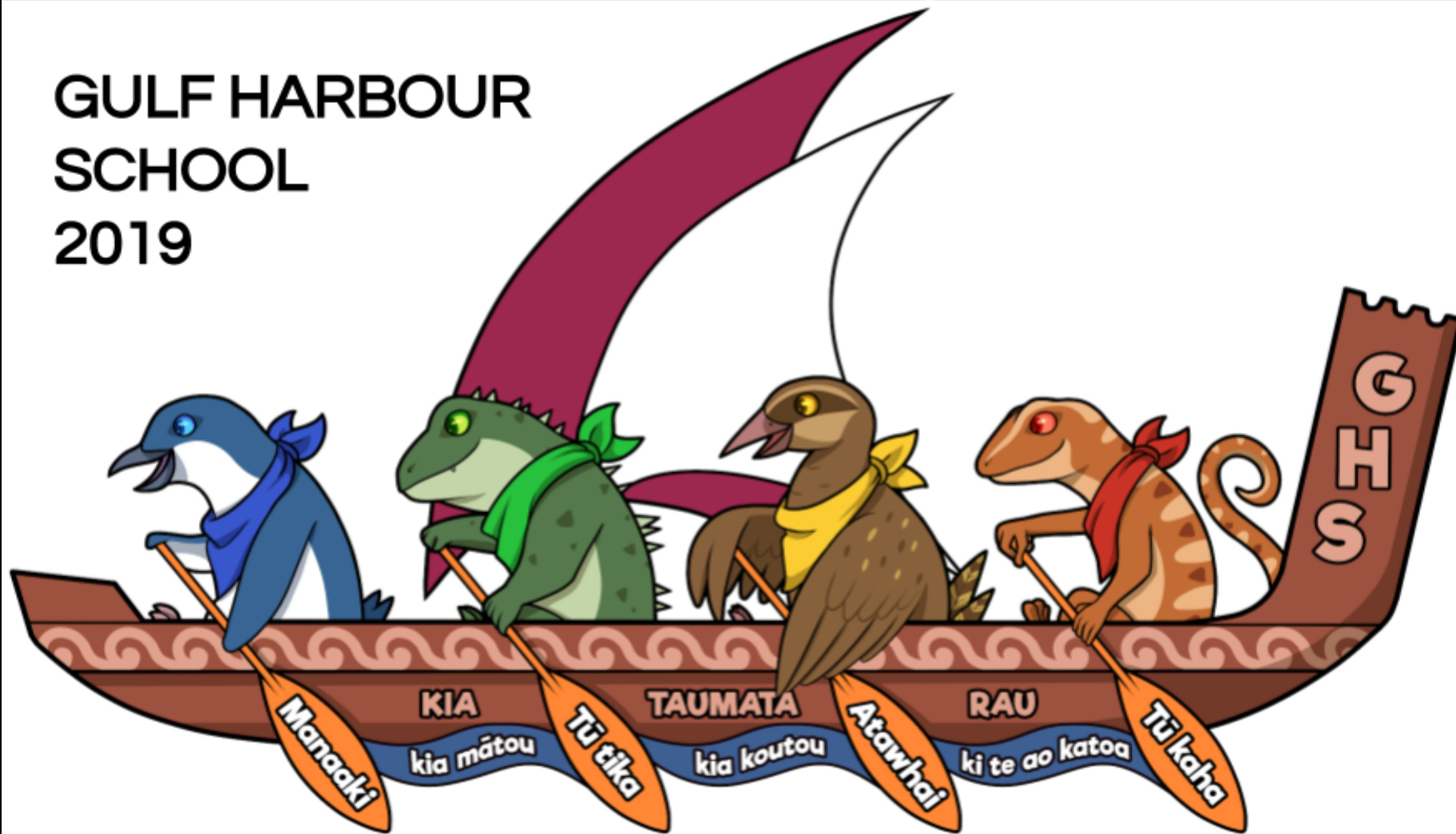






GULF HARBOUR SCHOOL 2019



Principal's endorsement:	20th February 2019	Board of Trustees' endorsement:	20th February 2019
Submission date to Ministry of Education:	1st March 2019		

Introductory Section

Mission Statement	<p>'Be the Difference' - to Ourselves, Others and the World</p> <p>At Gulf Harbour School our values guide us in everything we do: The key competencies are woven within our school values, our WAKA learning model and our school culture.</p> <div data-bbox="378 384 537 499">  </div> <p>Responsibility <i>Tū tika</i> owning the decisions you make</p> <div data-bbox="378 560 535 675">  </div> <p>Respect <i>Manaaki</i> treating others the way you would like to be treated</p> <div data-bbox="378 711 535 826">  </div> <p>Resilience <i>Tū kaha</i> staying positive when faced with a challenge</p> <div data-bbox="378 863 535 978">  </div> <p>Kindness <i>Atawhai</i> is caring for yourself and others</p> <p>Through these values our school will be recognised for quality teaching and learning and for having high expectations for every student.</p>
Principles	<p>1. Real Life Connected Curriculum - He mātauranga tūhono ki te ao</p> <p>We believe that powerful learning involves meaningful connections across all curriculum areas. This is evidenced through quality learning that enables connections and enhances each individual's academic, social and emotional (Hauora) development.</p> <p>2. Making Learning Visible - He akoranga kitea</p> <p>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.</p> <p>3. Having a strong school culture - He kura ahurea kaha</p>

	<p>We believe that high expectations drive quality outcomes. Our students bring their own cultural beliefs, experiences and knowledge to enhance our inclusive school community.</p> <p>4. Future Focussed - He arotahi ki mua</p> <p>Gulf Harbour School is committed to providing a curriculum that encourages our children to be good citizens that contribute to a positive future for New Zealand and the wider world.</p> <p>We believe technology is a powerful resource and <u>one of many tools</u> we use to support our children to be successful learners in the 21st century. We see our staff committed to providing and promoting digital opportunities within their programme.</p>
Māori Dimensions and Cultural Diversity	<p><i>Gulf Harbour School is committed to the kaupapa Maori of whanaungatanga (kinship through relationships) and aims to celebrate the diversity of all cultures. Whanaungatanga is practiced through people being 'tika' (doing the right thing by others), being 'pono' (being honest, having integrity), and through 'aroha' (being compassionate) in their interactions and relationships with others. Our kaupapa Maori underpins our Charter/Kawenata and our goal is to incorporate Te Reo Maori into everyday learning.</i></p>

Baseline Data								
Students' Learning	National standards data (students operating at or above) from 2018 data against GHS Expectations							
		2012	2013	2014	2015	2016	2017	2018
	Writing	63%	71%	70%	72%	76%	62%	66%
	Boys	52%	66%	60%	65%	71%	55%	56%
	Girls		77%	80%	78%	79%	76%	75%
	Māori	60%	52%	44% (11)	64% (14)	71% (42)	61%	58% (31)
	Reading	78%	76%	83%	83%	81%	72%	83%
	Boys		74%	82%	84%	80%	70%	80%
	Girls		79%	83%	83%	84%	74%	86%
	Māori	53%	60%	68% (17)	78%	79% (42)	73%	80% (31)
	Maths	75%	80%	77%	74%	80%	77%	76%
	Boys		82%	76%	76%	76%	79%	77%
	Girls	63%	77%	76%	73%	77%	75%	76%
	Māori	70%		68% (17)	50% (11)	69% (42)	67%	68% (31)

Student Engagement & well being.	<table><tr><th colspan="9">Welling@school Senior school data</th></tr><tr><th></th><th>2015 All Students</th><th>Maori Students (15)</th><th>2016 All students</th><th>Maori Students (16)</th><th>2017 All students</th><th>Maori Students (18)</th><th>2018 All Students</th><th>Maori Students (13)</th></tr><tr><td>I feel I belong at school</td><td>81%</td><td>73%</td><td>84%</td><td>75%</td><td>82%</td><td>78%</td><td>79%</td><td>92%</td></tr><tr><td>Teachers are interested in my culture or family background</td><td>64%</td><td>66%</td><td>67%</td><td>62%</td><td>68%</td><td>78%</td><td>72%</td><td>85%</td></tr><tr><td>At school I am taught how to manage my feelings</td><td>83%</td><td>80%</td><td>74%</td><td>62%</td><td>66%</td><td>67%</td><td>68%</td><td>100%</td></tr><tr><td>At school I am taught what to say or do if other children are being mean to me.</td><td>78%</td><td>73%</td><td>73%</td><td>50%</td><td>77%</td><td>72%</td><td>85%</td><td>100%</td></tr><tr><td>Teachers and parents work together</td><td>92%</td><td>87%</td><td>90%</td><td>87%</td><td>85%</td><td>89%</td><td>82%</td><td>100%</td></tr><tr><td>Children treat each other with respect.</td><td>64%</td><td>47%</td><td>72%</td><td>56%</td><td>64%</td><td>67%</td><td>65%</td><td>60%</td></tr><tr><td>Students treat teachers with respect</td><td>68%</td><td>80%</td><td>74%</td><td>81%</td><td>82%</td><td>72%</td><td>80%</td><td>85%</td></tr><tr><td>Students are good at listening to each others ideas and views</td><td>72%</td><td>80%</td><td>64%</td><td>44%</td><td>66%</td><td>72%</td><td>60%</td><td>69%</td></tr><tr><td>Do other students put you down, call you names or tease you in a mean way?</td><td>44%</td><td>33%</td><td>45%</td><td>47%</td><td>33%</td><td>39%</td><td>28%</td><td>30%</td></tr></table>	Welling@school Senior school data										2015 All Students	Maori Students (15)	2016 All students	Maori Students (16)	2017 All students	Maori Students (18)	2018 All Students	Maori Students (13)	I feel I belong at school	81%	73%	84%	75%	82%	78%	79%	92%	Teachers are interested in my culture or family background	64%	66%	67%	62%	68%	78%	72%	85%	At school I am taught how to manage my feelings	83%	80%	74%	62%	66%	67%	68%	100%	At school I am taught what to say or do if other children are being mean to me.	78%	73%	73%	50%	77%	72%	85%	100%	Teachers and parents work together	92%	87%	90%	87%	85%	89%	82%	100%	Children treat each other with respect.	64%	47%	72%	56%	64%	67%	65%	60%	Students treat teachers with respect	68%	80%	74%	81%	82%	72%	80%	85%	Students are good at listening to each others ideas and views	72%	80%	64%	44%	66%	72%	60%	69%	Do other students put you down, call you names or tease you in a mean way?	44%	33%	45%	47%	33%	39%	28%	30%
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Review of Charter and Consultation	The Charter is reviewed annually. The charter will be submitted to the Ministry of Education by 1st March 2019. The Charter will be ratified by the board on 20th February 2019 .																																																																																																			

SPECIAL NEEDS / ABILITIES STATEMENT

At Gulf Harbour School we aim for ALL children to experience educational success and achievement irrespective of their ability. Every child has the right to learn and be part of a welcoming and safe environment.

At our school we encourage collegial, supportive relationships between all stakeholders invested in children's education to ensure the best possible learning experiences for them. Collaborative partnerships would include the child, the parents/caregivers, whanau, teachers and/or principal and agencies and services which support students with special educational needs (eg: RTLb, CYFS).

Special Educational Needs/Abilities can be for those children who have difficulty accessing the curriculum at their chronological age/level or for those children whose skills and talents exceed the curriculum expectations associated with their age/level.

Gulf Harbour School will maintain a Special Educational Needs Register (including those children with special abilities) to ensure that those children who require additional learning support and/or extension are recorded and having their needs met.

We will endeavour to:

- Gather, collate and review data, progress and achievement of students on the SEN Register.
- Use external agencies and expertise to provide additional support and/or funding to assist children. This may include (but is not limited to) CYFS, RTLb, RTLit, Speech Therapy, Public Health, The Correspondence School.
- Use of Teacher Aides to support and facilitate support or extension programmes, either in class or withdrawal.
- Have the Assistant Principal actively coordinating SEN responsibilities and overseeing the Special Needs/Abilities portfolio, to ensure Priority Learners and targeted children are reaching the required support and progressing.
- Timely IEPs/IBPs (when required) to provide planning and review of students learning.
- Working with parents/caregivers to support their children with their learning.

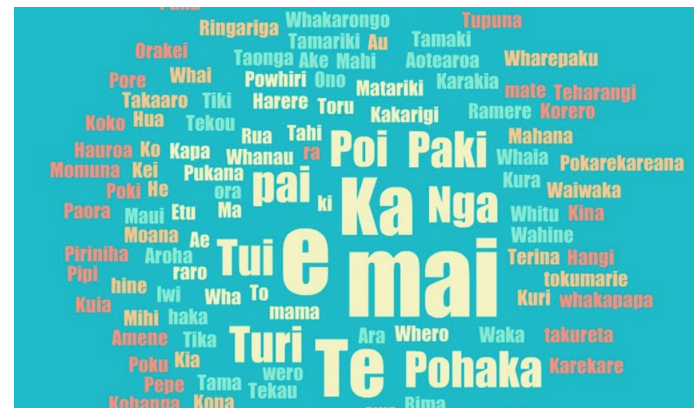


MAORI ACHIEVEMENT STATEMENT

At Gulf Harbour School we acknowledge New Zealand's cultural diversity and in doing so acknowledge the unique position of Māori as tangata whenua.

Gulf Harbour School will provide opportunities that support its students' in te reo and tikanga Māori. (Education Standards Act 2001)

At GHS we have high expectations for all our students in their educational progression and achievement. We will continue to ensure that Māori can effectively achieve 'educational success as Māori', "students who are expected to succeed are more likely to succeed. Ka Hikitia Accelerating Success 2013-2017 requires the development of approaches to support all stakeholders to hold high expectations for all Māori students." Ka Hikitia, Pg 38.



Achievement of Maori students is regularly reported to the Board and we will continue to have a relentless focus on raising Maori achievement. National Standards data from 2017 showed a positive shift and increase in progress made by our Maori learners. While the progress was positive, we aim to have a higher percentage of our Maori learners achieving success.

From our Whanau Hui in 2017 we aim to further strengthen the partnership between school and our Māori community. A key conduit to achieving these goals is the establishment and continuation of our Whanau Hui group, who can meet regularly to discuss what is important for Māori and how we can further progress the learning of their tamariki.

To raise the prominence of Māori in our school and to grow the capacity, understanding and application of Tikanga and Te Reo in our school, we have employed a Cultural Leader to promote and develop Te Reo Māori across our school . Alongside this, we aim to grow our school Kapa Haka group, to be a proud representation of our Māori learners.

We will endeavour:

- To provide opportunities for all students to respect and understand Te Reo and Tikanga Maori.
 - To grow the use of, and correct pronunciation of Te Reo throughout our school.
 - To engage and involve our whānau through hui and community events.
 - To consult with whānau as part of our regular self review.
 - To continue to grow and celebrate our Kapa Haka group.
 - To unpack, explore and meet the aims of Ka Hikitia and Tataiako.
 - To continue to develop links with our local Marai.

BOARD OF TRUSTEES UNDERTAKING

The Board of Gulf Harbour School carries out effective governance and fulfils its legal obligations through the following:

- Building the Charter, including strategic and annual planning.
- Review, including strategic, regular and emergent reviews.
- Developing policy, or the 'rules' in which the school operates and for the Principal to manage the school.
 - Being the Employer, including employment of staff and managing the employment relationship.
 - Managing the schools assets, including finance and property.
- Ensuring legal compliance, including health and safety and student achievement.

WHANGAPARAOA PENINSULA COMMUNITY OF LEARNING



Gulf Harbour School is part of the Whangaparaoa Peninsula Kahui Ako. The four schools have the shared vision to empower ALL learners to continually achieve their personal best, through **high expectations, collaboration and sharing** of:

- *Ideas*
- *Creativity*
- *Expertise*
- *Excellence*

We believe that the vision for our Kāhui Ako includes **what we can do together to make a difference that we can't do as individual schools**. We will have greater access to resources and will strengthen connections. Our purpose is to help create **confident, connected, life-long learners** who are equipped to **happily and creatively participate** in and **contribute to society**. We have a strong focus on the development of **the whole child**. We aim to **raise the achievement** of all learners in the Whangaparaoa Peninsula community.

GOALS/ACHIEVEMENT CHALLENGES - to improve achievement in:

1. Writing - for Maori and boys in particular
2. Maths - for Maori and girls in particular
3. U.E.

Gulf Harbour School is committed to work collaboratively with the Whangaparaoa Peninsula Kahui Ako to further improve educational outcomes for Maori learners. We have the highest aspirations for all learners.

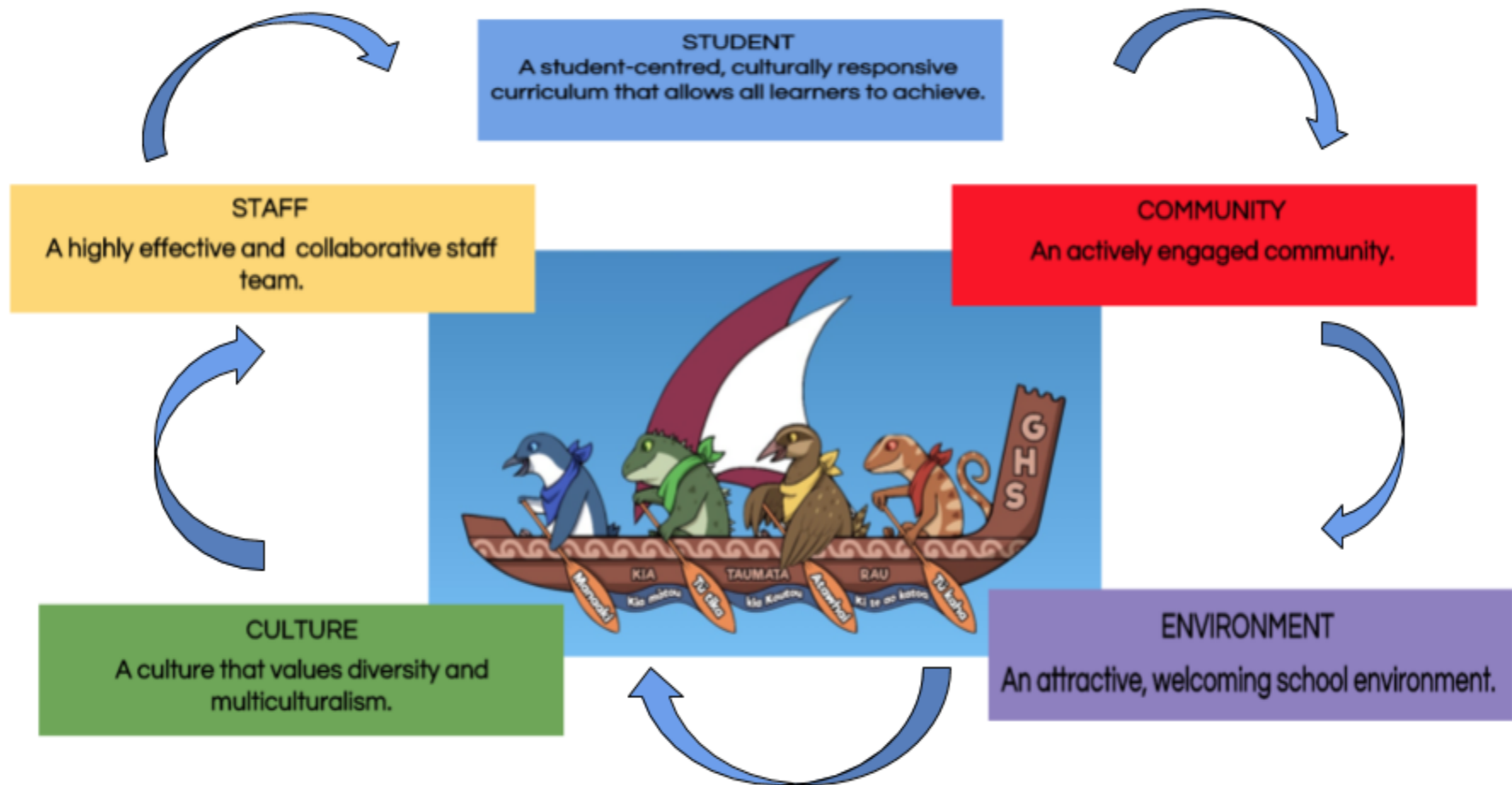


GULF HARBOUR SCHOOL

*Be the difference to Ourselves,
Others and the World.*

STRATEGIC PLAN 2019 - 2021

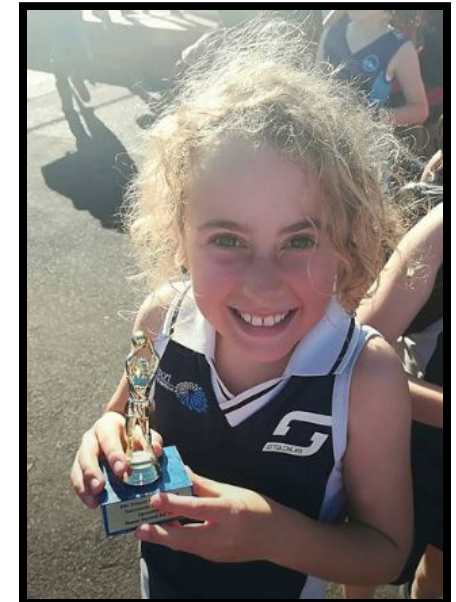




STRATEGIC AIM	What this would look like over the next 3 years (policies, practices & processes)
STUDENT A student-centred, culturally responsive curriculum that allows all learners to achieve.	<ul style="list-style-type: none"> • To have a relevant and engaging curriculum in place to allow all children to thrive. • To have a highly effective and well utilised GHS inquiry model in place and used across the school by both teachers and children. • All children make progress against the learning progressions. Within this, identified school wide cohorts are monitored and showing progression over time. • Individual student achievement is the focus for our school - all children will experience success. • Maori students are supported to achieve as Maori. • Pasifika students are supported to achieve as Pasifika. • GHS focuses on inclusiveness and ensures students with special needs achieve success. • ESOL learners - GHS is focused on inclusiveness and ensures students of different nationalities achieve success.
STAFF A highly effective and collaborative staff team.	<ul style="list-style-type: none"> • To have a happy, engaged and highly effective staff team. • A team that enjoys and benefits from collaboration. • A team that enjoys learning and pushing themselves.
CULTURE A culture that values diversity and multiculturalism.	<ul style="list-style-type: none"> • Have developed a 5 year cultural plan. • Develop transparent learner pathways and transitions for all tamariki. • Our children and staff feel safe and well cared for.
COMMUNITY An actively engaged community.	<ul style="list-style-type: none"> • Continue to work in effective partnership with the Whangaparaoa Kahui Ako. • Regular community consultation to help drive the school forward. • Consistently building on and improving home school links and communication.
ENVIRONMENT An attractive, welcoming school environment.	<ul style="list-style-type: none"> • To have safe, clean and modern learning environments for all to enjoy. • To have a large flexible learning space for enhanced learning and community celebrations to take place. • To be an environmentally friendly school.

GULF HARBOUR SCHOOL

Be the difference to ourselves, others and the world.



ANNUAL SECTION

Annual Plan

- Annual Goals
- School Operations
- Self review Programme

CORE STRATEGIES FOR ACHIEVING GOALS 2019					
DOMAIN	STRATEGIC AIMS	<p>Gulf Harbour School values are embedded into all aspects of school life PB4L Action Plan</p> <p>P B 4 L</p>	ANNUAL GOALS		Actions
STUDENT	A student-centred, culturally responsive curriculum that allows all learners to achieve.		<ul style="list-style-type: none"> a. GHS has a curriculum document that ensures full curriculum coverage and delivery that is relevant, varied and culturally responsive to our school and community. b. Children own their next steps, and know what they need to do in order to progress (student agency). c. GHS has a student inquiry model that complements our learning framework and is accessible to all. d. Specific targets set and monitored regularly by Whanau Teams (including Maori and Pasifika student achievement). e. There is a shared language and understanding of GHS Progressions in Literacy and Maths. f. All SEN learners (including GATE) are catered for, outcomes of interventions are measured, and support adapted accordingly. g. ESOL learners are supported to access relevant learning related to the NZC. h. A progressive student leadership program is becoming embedded. 		Teaching & Learning Action plan Sports, Health & Wellbeing Plan Science, Design & Technology Plan Creative Arts Plan Digital Action Plan Team Targets plan SEN Plan Literacy plan Numeracy plan GATE Plan ESOL Plan Student Leadership Plan
STAFF	A highly effective and collaborative staff team.		<ul style="list-style-type: none"> a. Teachers and leaders at all levels of the school are actively involved in collaborative inquiries. b. Staff appraisal and the coaching model of improvement is deeply embedded. c. Staff feel valued and supported with wellbeing a priority. 		Appraisal Plan Coaching Plan
CULTURE	A culture that values diversity and multiculturalism.		<ul style="list-style-type: none"> a. Te reo is explicitly taught within classrooms. b. Student voice is encouraged and valued. c. Cultural groups within our community are invited to lead and share significant events/celebrations/cultural understandings throughout the year. d. International students and families continue to be welcomed at GHS. 		Bicultural Integration Action plan International Plan
COMMUNITY	An actively engaged community.		<ul style="list-style-type: none"> a. Engagement in a Kahui Ako, based on a common learning challenge within our cluster. b. Our community are well informed and have opportunities to communicate about the direction of the school. 		CoL Plan specific to GHS Communications plan

			<ul style="list-style-type: none"> c. Parent and whanau information evenings and workshops provide support and improve clarity around key understandings that support students learning and well being. d. Real time reporting to parents is developed. e. Connections with EECs continue to improve through regular communication, sharing of special events, professional development and the sharing of good professional practice. f. Community engagement through school based projects and fundraising events continue to build a community spirit. 	
ENVIRONMENT	An attractive, welcoming school environment.		<ul style="list-style-type: none"> a. Continue to improve, and refresh the physical buildings and learning spaces. b. Improve our outside spaces for creative learning, developmental play and physical activity. c. Continue to drive Eco friendly processes and procedures through the school. d. Investigate becoming a 'Garden to Table' school. 	Environment Plan Property and Maintenance Plan Health and Safety Plan Outside Area Plan Garden to Table Plan

GULF HARBOUR SCHOOL OPERATIONS - Governance & Management Section

FINANCE:

Key documents that inform the GHS Charter relating to Finance include:

- Annual Budget
- Annual Report - (Auditors Report)
- 10 Year & 5 Year Property plan
- SUE Reports - Staffing Usage Entitlement Report (Banked Staffing)
- Asset Register
- Finance Service Providers Financial reports
- Associated Policies
- Associated Procedures

CURRICULUM

Key documents that inform the GHS charter relating to curriculum include:

- 2 year rolling curriculum
- Assessment plan/Programme
- Student Learning WAKA Portfolios
- Online portal LincEd Reporting to Parents
- Associated Policies
- Associated Procedures
- Student Learning Support Register
- Annual Budget

HUMAN RESOURCES:

Key documents that inform the GHS Charter relating to Personnel include:

- Job Descriptions & Performance Agreements
- Staff Appraisals
- Staff Handbook
- New Parent Information Booklet
- New Entrant Pack for Parents & Parents/Caregivers
- Staff Professional Development Plan
- Accident & Medical Register

PROPERTY:

Key documents that inform the GHS Charter relating to property include:

- 10 Year & 5 Year Property Plan
- Maintenance Schedule
- Hazard Register
- Evacuation Procedures
- Emergency Plan
- Insurance
- Associated Policies
- Associated Procedures

HEALTH & SAFETY

Key documents that inform the GHS Charter relating to H&S include:

- Maintenance Schedule
- Hazard Register
- Evacuation Procedures
- Associated Policies
- Associated Procedures

GULF HARBOUR SCHOOL SELF REVIEW

TO ENSURE A PROGRAMME OF SELF-REVIEW, DESIGNED TO MAINTAIN A FOCUS ON CONTINUOUS IMPROVEMENT, WITH A PARTICULAR FOCUS ON RAISING STUDENTS' ACHIEVEMENT AND ENGAGEMENT, IS IMPLEMENTED.

IMPLEMENTATION & RESPONSIBILITY		TIMEFRAME	RESOURCE	REPORTING
An annual cycle of self review of key dimensions will result in raised student achievement and engagement in learning based on the model below. The process will cover the three components of review – strategic, regular and emergent. The procedure will follow; • Evaluative prompts- questions to unpack the aspects • Indicators - measurable outcomes or observed behaviours • Evidence - sources of data upon which to base judgments		February 2019 to December 2019	-BoT Personnel -School Personnel -Community School documents -School reviews -Professional material	- Meetings of BoT - Combined meetings - Committee meetings - Annual Report - Māori Hui on student achievement - Parent Interviews - Student reports (online) - Information evenings
TERM 1		TERM 2	TERM 3	TERM 4
2019	Student Progress and Achievement: refer to Annual Assessment Plan; analysis of end-of-year data informs next year’s ‘target’.			
	Staff Performance: refer to Performance Management Systems Guidelines and Procedures.			
	School’s Annual/Strategic Aims: refer to School Charter; these Aims will be part of ongoing self-review (regular reviews).			
	School Personnel:			
	- Arrangements for principal’s appraisal. - Staff job descriptions completed and signed	- Staff performance self-reviews, teacher professional inquiry, staff reflections, classroom walk-throughs, attestations and performance appraisals completed Term 1 to Term 4. Teachers will be assessed against the New Zealand Teachers Council Teacher Register		- Receiving Principal’s Appraisal Report
	School Finance:			
	- Continue to process Audit requirements - send ratified budget to Service Provider	- Annual Accounts to Auditors by March 31	- Budget review	- MoE confirmed staffing & funding from July 1 return received - develop draft budget and school organisation

				-Commence audit requirements for Annual Report - finalise next year's budget & school org.	
School Property:					
TERM 1		TERM 2	TERM 3	TERM 4	
	Hazards Check		- Maintenance Review - Hazards Check		
School Health and Safety: Section 60B of the Education Act 1989, requires at least once every two years, boards of trustees to produce a written statement about how the school will implement health education; Gulf Harbour School Primary School will next consult with parents Term 4, 2019.					
School Policies & Procedures: School policies and procedures will be reviewed at the time a Strategic, Regular and/or Emergent self-review is implemented, where there are policies and/or procedures that relate to the area of the self-review. All policies and procedures will be reviewed within a 3 year cycle. Focus areas for quality assurance, regular reviews, are stated immediately below.					
STEWARDSHIP Cultural Responsiveness - using the Hautu Review Tool (ongoing) STATUTORY REQUIREMENT Charter Reporting	VALUED STUDENT OUTCOMES Develop the Community of Learning Implementation Plan (ongoing)	BOARD EFFECTIVENESS Ongoing NZSTA workshops/ online training through the year and conference attendance STATUTORY REQUIREMENT Annual Reporting by 31 May	VALUED STUDENT OUTCOMES Community Consultation includes whanau and student voice AOV's STEWARDSHIP Curriculum Review - local context and enrichment	STATUTORY REQUIREMENT Charter Review and Planning for 2019 and AOV's ERO Review	BOARD EFFECTIVENESS Review of Board performance and Annual Plan 2019 Develop targets for 2020
- REFERENCE: Education Review Office Evaluation Indicators for School Reviews 2015 -					