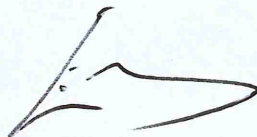


2023 School Charter Strategic Planning 2023 - 2025

MOE - 2111

Chairperson: Errol Johns



Date: February 2023

Principal: Richard Kidd

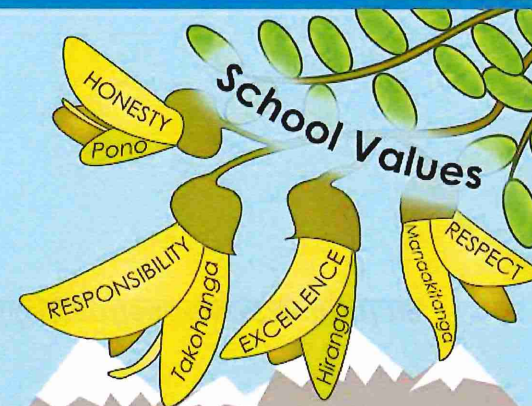


Email: principal@grantleadowns.school.nz

Updated February 2023

Our Strategic Vision

Growing a community of learners
He whakatipu hapori akonga



Goals

Strategic Initiatives

Success

Skilled and Capable Staff

- ♦ Staff Skill Survey
- ♦ Professional Development
- ♦ Capability Coaching
- ♦ Prime Maths, Structured Literacy and the use of HERO SMS

Staff have ongoing Professional Development and coaching to grow their practice

Strong Relationships with the Community

- ♦ Embed daily Te Reo Māori
- ♦ Develop whānau/community links
- ♦ Programmes to support links to our wider community
- ♦ Fostering expected behaviours through the use of PB4L

Our cultural identity is evident across the school with a particular acknowledgement to Tangata Whenua

Explicitly Tailored Learning

- ♦ Develop a Local Curriculum specifically tailored for Grantlea Downs
- ♦ Teaching and embedding of the local curriculum by 2024

Students are engaged in meaningful learning and are achieving at their highest level. See the local curriculum visually in action throughout the school

Strategic Vision 2023 - 2025

| Our Values - Respect Responsibility Excellence Honesty | | | |
|--|--|--|--|
| Our Goals | Strategic Initiatives | Measures | Success |
| Our staff have the skills and capabilities to lead learning and to excel as practitioners | <ul style="list-style-type: none"> Professional Development both within and from outside providers on improving staff practices Coaching is used as a process to enhance teacher capability and to support the Professional Growth Cycle Specific development around Structured Literacy, Better Start Literacy, Learner First Maths (Rob Proffitt White) and the use of HERO SMS for tracking students progress. | <ul style="list-style-type: none"> Professional Growth Cycle (PGC) is completed each year to show completion of the appraisal, coaching Self / Peer reflection for all staff Professional conversations in staff/syndicate meeting times Hero - reporting timetable, community posts at syndicate level moving to class level and individually in the long term. | <ul style="list-style-type: none"> Staff have ongoing Professional Development and coaching opportunities to continue to improve their practice Evidenced in PGC and Practice |
| We have a strong working relationship with our community encompassing a strong cultural link | <ul style="list-style-type: none"> Embed Te Reo Maori and Te Ao Maori in daily classroom activities Develop whanau/community links in a range of events, hangi, conferences, specific learning programmes Acknowledge the essential links to our wider community and develop teaching and learning programmes to support this. Professional Development on Culturally Responsive Teaching and Learning - The Hikairo Schema for Primary. | <ul style="list-style-type: none"> Attendance/response to the community Interactions and engagements through Hero Community survey | <ul style="list-style-type: none"> Our cultural identity is evident across the school with a particular acknowledgement to Tangata Whenua. |
| Our learning is explicitly tailored for the students at Grantlea Downs School | <ul style="list-style-type: none"> Develop a Grantlea Downs Local Curriculum, which is specifically designed for our students Explicit teaching and embedding of the local curriculum by 2024 | <ul style="list-style-type: none"> We will improve our Literacy practice by using evidenced based research that aligns with the Science of Reading to explicitly and systematically teach our students how to work with written language. | <ul style="list-style-type: none"> Students are engaged in meaningful and specific learning and are achieving at their highest level. See the local curriculum visually in action throughout the school. |

2023 - 2025 Grantlea Downs Roadmap

| Strategic Goal | Term 1 | Term 2 | Term 3 | Term 4 | Term 1 | Term 2 | Term 3 | Term 4 | Term 1 | Term 2 | Term 3 | Term 4 | Success |
|---|---|--|--------|--|---------------------------------------|--------|---|--------|--------|--------|--------|--------|--|
| | 2023 | | | | 2024 | | | | 2025 | | | | |
| | Develop a literacy plan that shows teaching from Yr1 - Yr8 | | | | | | | | | | | | |
| Our staff have the skills and capabilities to lead learning and to excel as practitioners | Build a culture of relational trust | Appraisals Waipopo, Ophi, Admin, clean, cater. | | Appraisals Kereta, Acacia, Support St. Review PD Initiatives | Embed literacy plan across the school | | Review the literacy plan. Date and analyse with evaluation of maths budget for 2025 | | | | | | Staff have ongoing Professional Development and coaching opportunities to continue to improve their practice |
| | PD Opportunities Pause Breathe Smile Better Start Literacy PB4L Liz Kane-Lit. Kahui Ako PD opportunities School Improvement Framework - Michelle from ERO | → | → | → | | | | | | | | | |

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|--|--|--|---|----------------------------------|---|-----------------------------------|---|--|---|-----------------------------------|--|---------------------------------|--|
| | | | | | | | | | | | | | |
| We have a strong working relationship with our community encompassing a strong cultural link | Whanau Hui on IT including: - Hero - Google Suite - BYOD -Digital Citizenship | Whanau Hui on Better Start Literacy | | | | Whanau Hui on Structured Literacy | | | | | | | Our cultural identity is evident across the school with a particular acknowledgement to Tangata Whenua. |
| | At least one whanau event per syndicate per term. | | | | At least one whanau event per syndicate per term. | | | | At least one whanau event per syndicate per term. | | | | |
| Our learning is explicitly tailored for the students at Grantlea Downs School | Literacy Teaching plus readings & info with RT:Lit talking with all team leads. Review how we are teaching literacy across the school. Use PGC to set individual goals around Pr1me and / or Structured Literacy. | Local Curriculum planning, create a plan of what is explicit teaching. Develop a 4-year draft plan 'Aotearoa Histories -Kerryn Hooker | Work with PLD provider ImpactED to ensure that learning is not left to chance and that a plan is developed for this. Share this with staff. | Refine and set the plan in place | Aotearoa Histories School-wide focus on developing and refining our school programme. | Embed the explicit teaching plan | Aotearoa Histories 2023 School-wide focus Developing and refining our school programme. | | | Review the explicit teaching plan | | Redo & set up the plan for 2026 | Students are engaged in meaningful and specific learning and are achieving at their highest level. 'See' the local curriculum visually in action throughout the school. |

Skilled and Capable Staff

Strategic Objective: Our staff have the skills and capabilities to lead learning and to excel as practitioners

- **Annual Goal:**
Offer and support ALL staff to develop across areas of need

- **Annual Target:**
All staff to have accessed at least one area of professional development in 2023

Baseline Data:

Staff discussions will be used to analyse where our strengths and weaknesses are - with Syndicate Leader (Co-create a PGC Goal)

Key Improvement Strategies:

| Strategic Initiative | Action | Success indicator | Starting date | Deadline | Person Responsible | Result |
|--|---|---|----------------------------------|---------------|---|--------|
| Professional Development both within and from outside providers on improving staff practices | Pause Breathe Smile Hato Hone - St Johns Yoga Better Start Literacy - Opihi Liz Kane - Sam, Ange Trauma - Richard Learner First Maths - Hamish and Kate leading Kahui Ako Groups and Pop ups | Staff have ongoing Professional Development and coaching opportunities to continue to improve their practice Evidenced in PGC and Practice | Term 1 | Term 4 | Leadership Team to oversee Individuals | |
| Staff will improve practice and knowledge through the PGC | Use the PGC to work on Goal(s) (Excludes BT's who have BT goals and programmes). Recorded through Hero and standardised form. | PGC requirements met. | Term 1 (Set by End of Week 6) | Term 4 | Syndicate Leaders with individuals | |
| Use of Coaching builds capacity with individuals and | Coaching is used as a process to enhance teacher capability | Teachers engage in professional conversations, are | Ongoing | Review Term 4 | Leadership team | |

| | | | | | | |
|---|---|---|----------------|---------------|--|--|
| across all of the staff | | open to learning and implement new strategies to improve practice. | | | | |
| Specific development around Structured Literacy approach. | <p>Grow teacher capability by running workshops, observations of each other, provision of resources, sharing successful strategies, Utilising personal strengths (Linda Esslemont, Rachel Gilchrist)</p> <p>Opihi Better Start Literacy Approach training and implementation.</p> <p>Acacia and Kereta: Focus in on the Code.</p> <p>Continue to develop the use of HERO SMS (Student Management System) for tracking students progress.</p> <p>Working with Michelle (ERO) to create curriculum documentation of what SL looks like at Grantlea Downs.</p> | <p>Staff developing understanding of the Structured Literacy approach</p> <p>Structured Literacy Teaching is evident in practice and planning</p> <p>Students are engaged in the SL Learning approach (ie. using the language, applying the rules etc.)</p> <p>SMS HERO is used to record and track progress data</p> <p>Documentation is being developed</p> | Term 1 | Review Term 4 | <p>Sandra</p> <p>Linda</p> <p>Megan</p> <p>Alice</p> <p>Linda E</p> <p>Richard</p> <p>Ange</p> <p>Kirsty</p> <p>Penni</p> <p>Joy</p> | |
| Specific development around Pr1me Maths, and the use of HERO SMS (Student Management System) for tracking | Upskill staff in supplementing Pr1me Maths programme with Opened ended problem solving approach. | Classroom maths programmes include Open ended Problem Solving tasks. | Term 1 ongoing | Term 4 Reveiw | Hamish, Kate | |

| | | | | | | |
|---|--|--|--|--|--|--|
| students progress | | | | | | |
| Monitoring: Termly monitor of events reported Termly reports to Board against this objective | | | | | | |
| Resourcing: Curriculum budgets | | | | | | |

Strong Relationships with the Community

Strategic Objective: We have a strong working relationship with our community encompassing a strong cultural link

- Annual Goal:**
 Offer three new, additional opportunities for community involvement.

Annual Target:
 In addition to our existing events, introduce one whole community formal event and three smaller less formal events.

Baseline Data:

We currently have a number of events organised in our calendar. As a result of the impact of Covid we are developing plans that can bring our community back together

Key Improvement Strategies:

| Strategic Initiative | Action | Success indicator | Starting date | Deadline | Person Responsible | Result |
|--|--|--|---------------|---------------|-------------------------|--|
| Embed Te Reo Maori and Te Ao Maori in daily classroom activities | School wide karakia used at key events and daily in classes. At the completion of the day Karakia Whakamutunga | Karakia is used by staff and students in authentic contexts e.g. School Camp and at the beginning and end of the day | Term 1 | Review Term 4 | Ange Classroom teachers | 📅 Beginning and End of Day AND Kai Karakia |
| Develop whanau/community links in a range of events. | Have a hangi every odd year , conferences, specific learning programmes, open hours, specific learning programmes. | The community are engaging with the school. Run engagement reports via Hero. | Term 1 | Review Term 4 | Ange | |
| Acknowledge the essential links to our wider community and develop teaching and learning programmes to support this. | Visit local places, engage with local experts, programmes that reflect our unique people and place. | Purposefully planned programmes to include opportunities to utilise and interact with local people and place. | | Term 4 | Syndicates | |

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|--|--|---|--------|---------------|---------------------------|--|
| Professional Development on Culturally Reesponsive Teaching and Learning - The Hikairo Schema for Primary. | Invite Keryn from Impact Ed to work with staff to unpack this document Use resources from Better Start Literacy to explain the 6 components in the Hikairo Schema | We would see culturally responsive learning in all classrooms We will address inequities of learning outcomes for tamariki Maori | Term 2 | Review Term 4 | Sandra Linda Rachel | |
| Monitoring: Termly monitor of events reported Termly reports to Board against this objective | | | | | | |
| Resourcing: Curriculum budgets | | | | | | |

Explicitly Tailored Learning

Strategic Objective: Our learning is explicitly tailored for the students at Grantlea Downs School

- Annual Goal:**

All students to make 2 sub level shifts in Reading, Writing and Maths

Annual Target:

40% of target children will make accelerated progress (3 sublevels in a year)

Maths: Target groups- Yr 7 boys and girls, Year 5 boys

2023 Year 7 girls: At the end of 2022 (77% below or W. below)

2023 Year 7 boys: At the end of 2022 (32% below or well below)

2023 Year 5 boys: At the end of 2022 (31% below or W. below)

Writing Target groups-Yr 6 boys and girls, Yr 3 boys

2023 Year 6 girls: At the end of 2022 (29% below or w. below)

2023 Year 6 boys: At the end of 2022 (35% below or w. below)

2023 Year 3 boys: At the end of 2022 (29% below or w. below)

Baseline Data: [Summary End Year Data Prime Maths.pdf](#)

[Summary End Year Data Writing 2022.pdf](#)

[Summary End Year Data Reading 2022.pdf](#)

Key Improvement Strategies:

| Strategic Initiative | Action | Success indicator | Starting Date | Deadline | Person Responsible | Result |
|---|---|---|---------------|-----------------------------|---|--------|
| Develop a Grantlea Downs Local Curriculum, which is specifically designed for our students. | Goals up to date Continual reflection on teaching and learning Professional Development implemented in our practice | Students are engaged in meaningful and specific learning and achieving at their highest level. Improvement in the data results | Term 1 | Ongoing throughout the year | Richard Sandra Linda Ange Sam | |
| Explicit teaching and embedding of the local curriculum by 2024 | Continue to refine the school's values and teaching programmes. | See the local curriculum visually in action throughout the school. | Term 1 | Review Term 4 | Richard Sandra Linda | |

| | | | | | | |
|---|--|--|--|--|-------------|--|
| | | | | | Ange Sam | |
| Monitoring: Termly monitor of events reported Termly reports to Board against this objective | | | | | | |
| Resourcing: Curriculum budgets | | | | | | |

Grantlea Downs History

In 2005, Grantlea School merged with Seadown School to become Grantlea Downs. This resulted from an Area Review that focused on rationalising the educational facilities in South Canterbury.

Grantlea School first began on the site in 1959 as Timaru started to grow to the north. Seadown School has a considerably longer history, having provided education in the area since 1890. The merger of the two schools has been a harmonious one, with both communities being fully committed to the continued success of a school on the Grants Road site.

The school has a healthy roll of between 330 and 360 students. While somewhat hidden from the road, the school boasts the largest primary school playground and site in the South Canterbury district. This reflects our strong focus and commitment to sport and recreational activities.

The school on the Grantlea site has grown considerably over the last ten years, from 98 in 1997 to our current size. This we believe is reflective of the excellent education we are providing, which is verified in our recent ERO reports. We are fortunate that at Grantlea Downs, all people involved are working positively to benefit students and their education. We enjoy very harmonious relationships between staff, Board of Trustees, parents and Home and School; hence everyone's energy is being channelled in the same direction.

We regularly receive praise from various people who compliment our students on their behaviour and conduct outside school. The community is proud of its school, and every effort is made to encourage participation and involvement.

Māori Dimensions and Cultural Diversity

Treaty of Waitangi – Grantlea Downs acknowledges the importance of the Treaty of Waitangi principles and their bi-cultural significance. Students will have the opportunities to learn about te reo Māori me ona tikanga.

Cultural Diversity - Students have the opportunities to explore the rich cultural diversity and value the histories and traditions of the people living in New Zealand and other countries.

Our school is addressing the cultural heritage of New Zealand by continuing to develop programmes that encourage understanding of and sensitivity to cultural differences and promoting an understanding of our dual heritage.

The school will implement policies and practices in ways that are sensitive to the cultural backgrounds, values and needs of individual students and their families and practices that reflect New Zealand's cultural diversity and the unique position of Māori culture.

Ensuring all reasonable steps are taken to provide programmes in Tikanga Māori (Māori culture) and Te Reo Māori (Māori language) for full-time students whose parents request it.

(Māori Responsive Plan)

Review of Charter and Consultation

We underwent a significant review of our charter and curriculum in 2021 with BOT, Staff and Community. We continue to review and refine our curriculum regularly.

Self-Review

In 2021 we began to use the following ERO publications to guide and support our internal self-review processes; School Evaluation Indicators, Effective Internal Evaluation for Improvement, Internal Evaluation Good Practice, Effective School Evaluation, Wellbeing for Children's Success at Primary School, Wellbeing for Success: Effective Practice and Wellbeing for Success: A Resource for Schools.

Supporting Documentation

| | | | |
|-------------------------------------|-----------------------------|---------------------------------|---------------------------------|
| School Curriculum | Curriculum Delivery Plan | Student Achievement | Māori Education |
| Success For All-Inclusive Education | Learning Support Programmes | Gifted & Talented Education | Performance Management System |
| Assessment & OTJ Guide | Staff Organisation Manual | Teaching and Learning Resources | Staffing and Enrolment |
| Multi-Tiered Intervention & Support | ICT & e-Learning | EOTC Programmes | Budget/Finance |
| 5 & 10 Year Property Plan | BOT Responsibilities & Plan | School Policies and Procedures | International Student Documents |
| PRT Mentoring Programme | Ways to Wellbeing Model | Self-Review Model | |

