

School Charter
Strategic and Annual Plan for
Good Shepherd School
2019 – 2021





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SECTION ONE: BACKGROUND

Good Shepherd School is a decile 7 Catholic primary school catering for children in Years 1-6 with a current roll of approximately 215.

The Sisters of St Joseph established the school a year after Monsignor Gillan of St Benedict's Parish purchased the five acres at the end of Telford Avenue. Good Shepherd School celebrated its Centenary in November 2012.

Good Shepherd School is a place where Christ is at the centre of our community and the Christian values of respect, care and honesty provide the foundation for us to build on our strong Catholic character.

The school is well supported by parents' involvement through the Parent Teacher Association (PTA) and the Board of Trustees (Board). In addition to this, parents also participate in a range of other ways such as coaching sports teams, accompanying students and staff on trips and camp, working bees and gardening. The Board is committed to providing high quality education and facilities with well-maintained physical resources.

Our school delivers *The New Zealand Curriculum* through comprehensive teaching and learning programmes and, together with a professional, dedicated and approachable team of teachers, ensures a supportive and dynamic learning environment.

The school's **motto** is 'Together we Learn and Care' and our values are at the centre of all we do. This best reflects the special place that is Good Shepherd School.

Good Shepherd School Charism

The model of Jesus the Good Shepherd is at the core of our charism. It is through this charism that we pay tribute to the Sisters of St Joseph of the Sacred Heart who founded our school over one hundred years ago. Of particular importance to Good Shepherd School is St Mary of the Cross MacKillop, who co-founded the order while living out the example of the Good Shepherd.

Our school motto, 'Together We Learn and Care', reflects the vision of our founding order to educate those in need, and the care personified by Jesus the Good Shepherd. Virtues give us the strength to do what is right (New Zealand Catholic Bishops Conference, 2014) and our core school values of *Respect, Care* and *Honesty* are drawn from these virtues.

Vision Statement

Good Shepherd School provides a Catholic environment in which students become critical and creative thinkers who are positive in their own identities and who contribute to the global community.

Good Shepherd School Vision for Year 6 students leaving the school is that they:

- Have a personal relationship with God and grow in the knowledge of Jesus the Good Shepherd, living and experiencing his values on a daily basis.
- Are motivated, active seekers, users and creators of knowledge; critical and creative thinkers; and informed decision makers.

- Are resilient, positive in their own identity and have a sense of belonging to their community.
- Are global citizens.



SECTION TWO: DIVERSITY

Recognition of the Cultural Diversity at Good Shepherd School

Good Shepherd School embraces the diverse cultures within our community and makes each child proud of their cultural heritage and values. The school continues to develop procedures and practices that reflect New Zealand's cultural diversity and the unique position of Māori.

In 2016 our families and staff identified themselves as coming from a number of cultural groups. Good Shepherd School provides ESOL programmes to meet children's learning needs. Our school values the diversity of our cultures through teaching programmes and special celebrations.

Māori Student Engagement and Achievement

We will continue to take all reasonable steps to promote Te Reo Māori me ona Tikanga (Māori language and protocols). Should a parent request instruction in and through Te Reo Māori me ona Tikanga the school will undertake to contact the local Kura Kaupapa and introduce the parent to the Principal in order for the child to gain instruction in and through Te Reo Māori me ona Tikanga.

The school will provide bicultural religious education in consultation with the Kura. The following Iwi are represented at Good Shepherd School as at January 2019:

· Ngāpuhi · Ngāti Awa · Ngāti Porou · Ngāti Raukawa · Ngāti Tūwharetoa · Ngāti Whātua · Te Roroa

What we are trying to achieve:

1. To create an environment that reflects New Zealand's heritage and the partnership envisioned in the Treaty of Waitangi, Te Tiriti o Waitangi.
2. To develop teaching programmes that recognise the skills and needs of Māori students.

How we are going to get there:

1. Consultation with our Māori parents and whānau every two years. Next formal consultation set for 2020.
2. Professional development for teachers in Te Reo Māori me ona Tikanga is on going.
3. Recognise and report annually on Māori student achievement separately.

Pasifika Student Engagement and Achievement

The following Pasifika countries are represented at Good Shepherd School: Tonga, Samoa, Fiji, and Cook Islands.

What are we trying to achieve:

1. To create an environment that reflects New Zealand's cultural diversity.
2. To develop teaching programmes that recognise the skills and needs of Pasifika students.

How we are going to get there:

1. Consultation with our Pasifika parents and students every two years. The next formal consultation is set for 2020.
2. Professional development for teachers on the Ministry's Pasifika Education Plan.

3. Recognise and report annually on Pasifika student achievement separately.



Students with Special Education Needs

Good Shepherd School welcomes all learners into our community. We are committed to their engagement in all school activities and to their progress and achievement.

What are we trying to achieve:

1. To be a fully inclusive school where learners with special education needs are supported to come to school, are engaged in all school activities and achieve against *The New Zealand Curriculum*.

How we are going to get there:

1. Working closely with the families of students with special education needs, and outside support agencies.
2. Professional development for teachers on catering for the needs of all students.

SECTION THREE: STRATEGIC PLAN

Introduction

The Good Shepherd School Board aims to provide the best possible learning environment for our students, give them a strong foundation in the Catholic faith and ensure they are ready for future learning. The Board aims to ensure a strong community network to support the children, staff and the families of the school. The Board has, in consultation with the school community, identified strategic goals for the period 2016 – 2019 in the following areas:

1. Special Catholic Character.
2. Independent Learning.
3. Sustainability and Environmental Awareness.
4. Wellbeing.

These focus areas will be reviewed and revised after our next consultation with the school community, which will take place in 2020.

Each year the school will develop an annual plan to ensure it is meeting the strategic goals. The annual plan makes up part of the strategic plan and can be found under Appendix One of this document.

Good Shepherd School will ensure a focus on national priorities as well as identifying specific school priorities. In meeting these priorities, the school undertakes to work within the National Administration Guidelines framework.

The Board will document and maintain an ongoing programme of reporting, self-review and community consultation over a five-year period. These reports will form the basis for deciding priorities for school development and improvement. The charter, strategic plan, annual plan, student achievement and learning programmes will be reviewed annually. Our school's Catholic Character will be reflected in all aspects of the school's life and will be a consideration in the setting of all goals.



Strategic Goal 1: Special Character

Our students develop a personal relationship with God and grow in knowledge of Jesus the Good Shepherd, living and experiencing his values on a daily basis.

Strategic Programme	Current Reality	2019 Initiatives	2020 Initiatives	2021 Initiatives	3 Year Outcome
Review of one dimension of Catholic Special Character	- Requirement from Diocese - Regular review happening	Review of one area of Catholic Special Character Measures of Success Recommendations inform 2020 planning	Review of one area of Catholic Special Character Measures of Success Recommendations inform 2021 planning	Review of one area of Catholic Special Character Measures of Success Recommendations inform 2022 planning	Regular review of identified dimensions of Catholic Special Character ensure sustainable process of continuous improvement
Implementation of previous year's review of one dimension of Catholic Special Character	- Reviews happening on cyclical basis - Recommendations informing forward planning	Implement recommendations from 2018 review of evangelisation Measures of Success 2019 planning reflects recommendations of 2018 review	Implement Recommendations from 2019 review Measures of Success 2020 planning reflects recommendations of 2019 review	Implement Recommendations from 2020 review Measures of Success 2021 planning reflects recommendations of 2021 review	Regular review of identified dimensions of Catholic Special Character ensure sustainable process of continuous improvement

Strategic Goal 2: Independent Learning

Our students are provided with a stimulating learning environment that allows them to develop to their individual potential.

Strategic Programme	Current Reality	2019 Initiatives	2020 Initiatives	2021 Initiatives	3 Year Outcome
Teaching staff who effectively promote students' ownership of and participation in learning	- Principal and teacher appraisal process have identified the need for greater consistency in student ownership of their learning 67% of teachers rate	- Development of Central Catholic Community of Learning - Design and review of Good Shepherd School Curriculum Measures of Success - 100% of teachers rate	- Development of Central Catholic Community of Learning - Implementation of Good Shepherd School Curriculum Measures of Success - 100% of teachers rate	- Sustaining of Central Catholic Community of Learning - Unique Good Shepherd School Curriculum embedded Measures of Success 100% of teachers rate	Students are active participants in their own learning Students are able to talk clearly about their learning Curriculum reflects focus on student ownership of

	<p>themselves at Stage 3 and above in the <i>Teachers' Capabilities Matrix</i> for Dimensions 1 and 2</p>	<p>themselves at Stage 3 and above in the <i>Teachers' Capabilities Matrix</i> for Dimensions 1 and 2. - 95% of teachers rate themselves at Stage 3 and above in the <i>Teachers' Capabilities Matrix</i> for Dimensions 3 and 4</p>	<p>themselves at Stage 3 and above in the <i>Teachers' Capabilities Matrix</i> for Dimensions 1 to 4 - 95% of teachers rate themselves at Stage 3 and above in the <i>Teachers' Capabilities Matrix</i> for Dimensions 5 and 6</p>	<p>themselves at Stage 3 and above in the <i>Teachers' Capabilities Matrix</i> for Dimensions 1 to 6</p>	<p>their learning</p> 
<p>Learning spaces that effectively provide flexibility to enhance teaching and learning</p>	<p>- Two classes are effectively providing flexibility to enhance teaching and learning</p>	<p>Focus on social and pedagogical collaboration between teachers teaching the same year groups. A learning environment includes the physical, social, and pedagogical context in which learning occurs. An innovative environment supports strengths-based teaching and learning. It offers students and teachers flexibility, agency, ubiquity, and connectedness. Measures of Success Strengths-based teaching and learning occurring in classes with same year groups</p>	<p>Investigate combining two classrooms into a flexible learning space Measures of Success Two flexible learning spaces in place</p>	<p>Investigate building of new classrooms to provide flexible learning options throughout the school Measures of Success Purpose built classrooms planned to provide flexible learning spaces</p>	<p>Learning spaces at Good Shepherd School effectively provide flexibility to enhance teaching and learning 90% of GSS provides flexible learning spaces</p>
<p>Students use a range of digital technologies to support their learning</p>	<p>- All classrooms have access to a range of digital technologies - Digital technologies are regularly used in classroom programmes 70% of teachers rate themselves at stage 3 or above in Dimension 1, 2 and 3 of ELPF tool</p>	<p>Targeted PLD Organisational structures Measures of Success 90% of teachers rate themselves at stages 3 or above in Dimensions 1, 2 and 3 of <i>ELPF tool</i></p>	<p>Continue targeted PLD Further develop organisational structures Measures of Success 95% of teachers rate themselves at stages 3 or above in Dimensions 1, 2 and 3 of <i>ELPF tool</i></p>	<p>Embed targeted PLD Measures of Success 100% of teachers rate themselves at stages 3 or above in Dimensions 1, 2 and 3 of <i>ELPF tool</i></p>	<p>Digital technologies are used to support learning in all classrooms All teachers use a range of digital technologies confidently</p>
<p>Equity and excellence for Pasifika learners</p>	<p>- A range of assessment information indicates our</p>	<p>- Development of Central Catholic Community of</p>	<p>- Development of Central Catholic Community of</p>	<p>- Development of Central Catholic Community of</p>	<p>Pasifika students as a group are achieving at</p>

	<p>Pasifika students do not do as well as other ethnic groups in literacy and numeracy</p> <ul style="list-style-type: none"> - 29% of ESOL students are from Pasifika groups as at end 2017 	<p>Learning</p> <ul style="list-style-type: none"> - Review and further develop ESOL programmes <p>Measures of Success Student achievement data in reading, maths and writing</p>	<p>Learning</p> <ul style="list-style-type: none"> - Review and further develop ESOL programmes <p>Measures of Success Student achievement data in reading, maths and writing</p>	<p>Learning</p> <ul style="list-style-type: none"> - Review and further develop ESOL programmes <p>Measures of Success Student achievement data in reading, maths and writing</p>	<p>the same standard in literacy and numeracy as other ethnic groups</p> 
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Strategic Goal 3: Wellbeing

Our students develop habits and skills to support their physical, emotional, spiritual and mental wellbeing.

Strategic Programme	Current Reality	2019 Initiatives	2020 Initiatives	2021 Initiatives	3 Year Outcome
Building of a resilient community	<ul style="list-style-type: none"> - Groups within the community have shared their thoughts on resilience - Definition of resilience co-constructed with all members of community - No specific resilience programmes in place <p>Resilience survey data collected during term 4, 2017</p>	<ul style="list-style-type: none"> - School wide programmes on Growth Mindset - Programme for wider community - parents / caregivers - Communication strategy <p>Measures of Success Resilience survey data (to be collected end 2019)</p>	<ul style="list-style-type: none"> - Further develop resilience programmes (including Growth Mindset) for students and whanau - Further develop effective communication processes <p>Measures of Success Resilience survey data (to be collected end 2020)</p>	<ul style="list-style-type: none"> - Embed resilience programmes (including Growth Mindset) and communication processes <p>Measures of Success Resilience survey data (to be collected end 2021)</p>	All members of the school understand the concepts of resilience and Growth Mindset, and demonstrate resilience in their lives



Strategic Goal 4: Sustainability & Environmental Awareness

Our students are aware of the impact of their actions on the environment and the role of sustainability in protecting it.

Strategic Programme	Current Reality	2019 Initiatives	2020 Initiatives	2021 Initiatives	3 Year Outcome
Waste reduction / recycling	<ul style="list-style-type: none"> - Some recycling of paper occurring - Students encouraged to take lunch scraps home <p>Statistics from Waste Audit 2016 indicate that 74% of the waste currently going to landfill could be recycled</p>	<ul style="list-style-type: none"> - Recycling of commingled recyclables - Effective composting - Reduction in plastic food wrappers <p>Measures of Success Statistics from Waste Audit 2018 indicate that 50% of the waste going to landfill could be recycled</p>	<ul style="list-style-type: none"> - Recycling of commingled recyclables - Effective composting - Reduction in plastic food wrappers <p>Measures of Success Statistics from Waste Audit 2019 indicate that 25% of the waste going to landfill could be recycled</p>	<ul style="list-style-type: none"> - Enviroschools Programme <p>Measures of Success Statistics from Waste Audit 2020 indicate that 0% of the waste going to landfill could be recycled</p>	<p>Commitment from all members of the GSS community to reducing waste.</p> <p>Systems in place to reduce waste.</p>
Garden to table and healthy food and nutrition	<ul style="list-style-type: none"> - Garden Club established but few parents and students involved at the moment - Have had some 'garden to table' programmes in place in the past <p>12 students and 1 adult involved in the programme / Garden Club at the moment</p>	<ul style="list-style-type: none"> - Involvement of community - Recycling processes - Garden Club - Curriculum focus on healthy food and nutrition - Garden to Table - Life Education Caravan focus on healthy food and nutrition <p>Measures of Success 20 students and 2 adults involved in the programme / Garden Club</p>	<ul style="list-style-type: none"> - Implement Garden to Table - Curriculum focus on healthy food and nutrition <p>Measures of Success 30 students and 3 adults involved in the programme / Garden Club</p>	<ul style="list-style-type: none"> - Curriculum focus on healthy food and nutrition <p>Measures of Success 40 students and 4 adults involved in the programme / Garden Club</p>	<ul style="list-style-type: none"> - Strong Garden Club in place - Students actively participating - School wide understanding about healthy food and nutrition



APPENDIX

Annual Plan 2019

Measure of Success Key:

Achieved

Likely to be
achieved by
end 2019

Will not be
achieved in
2019

STRATEGIC GOAL 1: Special Character

Strategic Programme: Review of one dimension of Catholic Special Character

3 YEAR OUTCOME:

Regular review of identified dimensions of Catholic Special Character ensure sustainable process of continuous improvement

Initiative	12 Month Milestone	Measure of Success	Key Actions	Who	When	Progress/Review
Review of an aspect of Catholic Special Character	All stakeholders involved in reviewing an aspect of Catholic Special Character	Recommendations inform 2020 planning	<ul style="list-style-type: none"> Set up board subcommittee to plan review Conduct review Report to Proprietor 	SC/JH SC/JH/ BOT BOT	Term 2 Term 3 Term 4	April 2019 <ul style="list-style-type: none"> Currently in scoping phase to decide on focus of review Next steps: <ul style="list-style-type: none"> Discuss possible focus of review with SLT and then with proprietor's trustees on the board



Strategic Programme: Implementation of previous year's review of one dimension of Catholic Special Character

3 YEAR OUTCOME:

Regular review of identified dimensions of Catholic Special Character ensure sustainable process of continuous improvement

Initiative	12 Month Milestone	Measure of Success	Key Actions	Who	When	Progress/Review
Implement recommendations from 2018 review of evangelisation	Recommendations from 2018 review of Evangelisation are implemented	2019 planning reflects recommendations of 2018 review	<ul style="list-style-type: none"> Welcome new families to the school only at Sunday Parish/School masses Involve the Parish in liturgical celebrations within the school, e.g. Burning of the Palms Have a section in the newsletter every fortnight about Parish events Source materials and resources that are more relevant to the teaching of the Sacraments Have a range of facilitators for the children's sessions after mass during the Sacramental programme Create a 'How To' book for the past parent committee of the Sacramental programme. Work with parish to offer reconciliation twice a year to students Investigate impact of REBD on RE programmes 	<p>DRS team</p> <p>SLT</p> <p>SLT</p> <p>Parish Priest</p> <p>Parish Priest</p> <p>DRS team</p> <p>DRS team</p>	<p>Ongoing 2019</p> <p>Term 1 and ongoing</p> <p>Term 1 and ongoing</p> <p>Term 1</p> <p>Term 4</p> <p>Term 1 and ongoing</p>	<p>April 2019</p> <ul style="list-style-type: none"> Families new to GSS welcomed at Sunday Mass 24 March Fr Bernard very involved in liturgical celebrations (members of parish invited to Burning of the Palms) Plans underway to offer Reconciliation to students during school week RE learning beginning to be differentiated after discussion with RE adviser <p>Next steps:</p> <ul style="list-style-type: none"> Complete Sacramental Programme and review at the completion

STRATEGIC GOAL 2: INDEPENDENT LEARNING

Strategic Programme: Teaching staff who effectively promote students' ownership of and participation in learning

3 YEAR OUTCOME:

Students are active participants in their own learning

Students are able to talk clearly about their learning

Curriculum reflects focus on student ownership of their learning



Initiative	12 Month Milestone	Measure of Success	Key Actions	Who	When	Progress/Review
Engagement in Auckland Central Catholic Community of Learning Kahui Ako(CoL)	Professional development in line with CoL objectives well established. WST inquiry has informed teaching practice	- 100% of teachers rate themselves at Stage 3 and above in the <i>Teachers' Capabilities Matrix</i> for Dimensions 1 and 2. - 95% of teachers rate themselves at Stage 3 and above in the <i>Teachers' Capabilities Matrix</i> for Dimensions 3 and 4	<ul style="list-style-type: none"> Appoint Within School Teacher (WST) Research best practice in culturally responsive pedagogy Develop a tool that describes best practice in culturally responsive pedagogy Develop a plan to inquire into current practice at GSS and how to support teachers to develop best practice in this area Gather evidence (student achievement data, teacher practice) to show progress in this area Monitor and evaluate progress on the inquiry Liaise and communicate with Across School Teachers and Within School Teachers in the ACC Kahui Ako 	BOT WST/SLT WST/SLT WST/SLT WST/SLT WST/SLT WST	Nov 2018 Term 1 Term 1 Term 1 Terms 2 & 3 Terms 1-4 Terms 1-4	<p>April 2019</p> <ul style="list-style-type: none"> WST (Louise Drummond) appointed Attended Tapasā workshop focused on culturally responsive pedagogy Working with Alana Madgwick (Kāhui Ako facilitator) to develop tool <p>Next steps:</p> <ul style="list-style-type: none"> Survey students at GSS using the culturally responsive pedagogy tool
Design and review of Good Shepherd School Curriculum	Good Shepherd School Curriculum is captured in a clear learning model	2019 planning reflects recommendations of 2018 review	<ul style="list-style-type: none"> Review assessment processes Develop tools to evaluate student progress and achievement against NZC Review report format to align with NZC 	SLT/all teachers	Term 1 and throughout 2019	<p>April 2019</p> <ul style="list-style-type: none"> NZCER PAT Science to be introduced as part of the Kāhui Ako achievement challenges Report format changed to no longer refer to National Standards Discussion about assessment tools used for maths, especially GLoSS

						testing Next steps: <ul style="list-style-type: none"> Continue discussion about assessment tools used at GSS, accessing external support when necessary Explore opportunities to moderate overall teacher judgements against NZC
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Strategic Programme: Learning spaces that effectively provide flexibility to enhance teaching and learning

3 YEAR OUTCOME:

Learning spaces at Good Shepherd School effectively provide flexibility to enhance teaching and learning

Initiative	12 Month Milestone	Measure of Success	Key Actions	Who	When	Progress/Review
Focus on social and pedagogical collaboration between teachers teaching the same year groups.	GSS has made progress in investigating and setting up innovative learning environments	Teachers work collaboratively to maximise learning opportunities	<ul style="list-style-type: none"> Further develop closer collaboration between Rooms 7 & 8 teachers Investigate collaborative practice in Rooms 5 & 6 Visit schools where collaborative pedagogy is in place 	Classroom teachers	Term 1 and ongoing	April 2019 <ul style="list-style-type: none"> Teachers working collaboratively in many situations Next steps: <ul style="list-style-type: none"> Visit schools which successfully implement collaborative practice in single cell classrooms

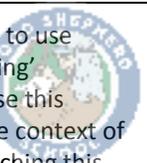
Strategic Programme: Students use a range of digital technologies to support their learning

3 YEAR OUTCOME:

Digital technologies are used to support learning in all classrooms

All teachers use a range of digital technologies confidently

Initiative	12 Month Milestone	Measure of Success	Key Actions	Who	When	Progress/Review
Targeted PLD	Teachers have engaged in PLD in using digital technologies in	90% of teachers rate themselves at stages 3 or above in Dimensions 1, 2	<ul style="list-style-type: none"> Investigate supporting individual teachers to use 'flipped learning' to increase student agency and 	All teachers SLT	Term 1, 2019 and	April 2019 <ul style="list-style-type: none"> Ongoing discussion in PLG meetings about

	classrooms	and 3 of <i>ELPF tool</i>	maximise student learning		ongoing	 <p>opportunities to use 'flipped learning'</p> <ul style="list-style-type: none"> Planning to use this strategy in the context of Mandarin teaching this term <p>Next steps:</p> <ul style="list-style-type: none"> Continue to explore opportunities to share practice in 'flipped learning'
Home-school partnership	Regular communication between home and school regarding challenges presented by increasing use of technology		<ul style="list-style-type: none"> Home-school partnership meeting with focus on cyber safety Regular focus in newsletter on cybersafety Cyber safety programme in all classrooms 	SLT SLT	20 August Term 1 and ongoing	<p>April 2019</p> <ul style="list-style-type: none"> Cyber safety programme operating in all classrooms Messages on cyber safety included in newsletters <p>Next steps:</p> <ul style="list-style-type: none"> Plan and implement Home-School Partnership meeting with this focus in term 3

Strategic Programme: Equity and excellence achieved for Pasifika learners

3 YEAR OUTCOME:

Pasifika students as a group are achieving at the same standard in literacy and numeracy as other ethnic groups

Initiative	12 Month Milestone	Measure of Success	Key Actions	Who	When	Progress/Review
Central Catholic Community of Learning	CoL is well established with <i>Across School</i> and <i>Within School</i> facilitators working with classroom teachers	<p>CoL Target: Mathematics Years 4-6</p> <p>To match the percentage of Pasifika students in Stanines 1-3 to the percentage of All Students in Stanines 1-3.</p> <p>By the end of 2019:</p> <ul style="list-style-type: none"> Shift 4% Pasifika students from Stanines 1-3 to 	<ul style="list-style-type: none"> Appoint Within School Teacher (WST) Research best practice in culturally responsive pedagogy Develop a tool that describes best practice in culturally responsive pedagogy Develop a plan to inquire into current practice at GSS and how to support teachers to develop best practice in this area 	BOT WST/ SLT WST/ SLT WST/ SLT WST/ SLT	Nov 2018 Term 1 Term 1 Term 1 Terms 2 & 3	<p>April 2019</p> <ul style="list-style-type: none"> WST (Louise Drummond) appointed Attended Tapasā workshop focused on culturally responsive pedagogy Working with Alana Madgwick (Kāhui Ako facilitator) to develop tool <p>Next steps:</p> <ul style="list-style-type: none"> Survey students at GSS

		<p>Stanines 4-6</p> <p>By the end of 2020:</p> <ul style="list-style-type: none"> Shift 5% Pasifika students from Stanines 1-3 to Stanines 4-6 <p>GSS Student Achievement Target 2019:</p> <p>By the end of 2019, 10 of the 11 students in Years 2-6 who were achieving Below expectation at the end of 2018 will make accelerated progress to achieve At expectation. By the end of 2019, 24 of the 32 students in Years 2-6 who were achieving At1 at the end of 2018 will make accelerated progress to reach At2 the expectation for their year group.</p>	<ul style="list-style-type: none"> Gather evidence (student achievement data, teacher practice) to show progress in this area Monitor and evaluate progress on the inquiry Liaise and communicate with Across School Teachers and Within School Teachers in the ACC Kahui Ako 	<p>WST/ SLT</p> <p>WST</p>	<p>Terms 1-4</p> <p>Terms 1-4</p>	<p>using the culturally responsive pedagogy tool</p> 
ESOL programmes	Effective ESOL programmes are in place to support classroom teachers		<ul style="list-style-type: none"> Ongoing review ESOL programmes Establish ESOL programmes to meet needs of students Schedule regular monitoring of progress of ESOL students in team PLGs and whole school meetings 	<p>MB/JH</p> <p>MB/JH</p> <p>MB/JH</p> <p>SLT/MB</p>	<p>Ongoing</p> <p>Term 1, 2019</p> <p>Term 1, 2019 and ongoing</p>	<p>April 2019</p> <ul style="list-style-type: none"> ESOL programmes established using in-class support Accelerating Learning in Mathematics (ALiM) well underway Writing PLD through TLiF initiative well underway <p>Next steps:</p> <ul style="list-style-type: none"> Continue to monitor progress of ESOL students, especially in PLGs

STRATEGIC GOAL 3: Wellbeing

Strategic Programme: Building of a resilient community

3 YEAR OUTCOME:

All members of the school understand the concepts of resilience and Growth Mindset, and demonstrate resilience in their lives

Initiative	12 Month Milestone	Measure of Success	Key Actions	Who	When	Progress/Review
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School wide programmes on Growth Mindset	Programmes in Growth Mindset being delivered consistently across all classes	Resilience survey data (to be collected end 2019)	<ul style="list-style-type: none"> • Research best practice in developing Growth Mindset approach across school • Develop resources to support adoption of Growth Mindset approach across school • Monitor and evaluate impact of Growth Mindset approach on student outcomes • Introduce meditation throughout the school so that it is happening regularly in all classrooms and is regularly part of the whole school prayers (fortnightly) 	SLT SLT/ teacher s SLT SLT/ all teacher s	Term 1 Term 1-4 2019 Term 1, 2019 and ongoing	 <p>April 2019</p> <ul style="list-style-type: none"> • Resources for encouraging Growth Mindset shared amongst staff • Language of Growth Mindset familiar to everyone in GSS community • Meditation? <p>Next steps:</p> <ul style="list-style-type: none"> • Include more references to Growth Mindset in regular communications such as newsletter 	
Programme for wider community - parents / caregivers	Wider community involved in discussions about Growth Mindset			<ul style="list-style-type: none"> • Schedule Home/School partnership meetings focused on resilience and Growth Mindset 	SLT	Terms 2 and 3	<p>April 2019</p> <ul style="list-style-type: none"> • Home-School Partnership meeting in term 2, focused on maths, has Growth Mindset component <p>Next steps:</p> <ul style="list-style-type: none"> • Include more references to Growth Mindset in regular communications such as newsletter
Communication strategy	Regular communication between home and school regarding resilience and Growth Mindset			<ul style="list-style-type: none"> • Involve PTA in discussions about resilience and Growth Mindset • Report regularly through the school newsletter • Update information on resilience programmes onto school website 	SLT	Ongoing 2019	<p>April 2019</p> <ul style="list-style-type: none"> • Discussion in parent-teacher communications about Growth Mindset <p>Next steps:</p> <ul style="list-style-type: none"> • Include more references to Growth Mindset in regular communications such as newsletter

STRATEGIC GOAL 4: Sustainability & Environmental Awareness



Strategic Programme: Waste reduction / recycling

3 YEAR OUTCOME: Commitment from all members of the GSS community to reducing waste.

Systems in place to reduce waste

See [strategic plan](#)

Initiative	12 Month Milestone	Measure of Success	Key Actions	Who	When	Progress/Review
Recycling of commingled recyclables	Effective waste reduction/recycling system is in place in appropriate areas of school	Statistics from Waste Audit 2018 indicate that 50% of the waste going to landfill could be recycled	<ul style="list-style-type: none"> Set up leadership team Discuss ongoing maintenance of hungry bins and compost with parent volunteers Develop action plan with leadership team 	Wastewise team Wastewise team Wastewise team	Beg 2019 Beg 2019 Beg 2018	April 2019 <ul style="list-style-type: none"> Student leadership team in Environmental Sustainability well established Garden Week at end of term 1 raised awareness of school gardens Composting going well Working hard to reduce waste, e.g. paper towels Focus for 2019 school fair is environmental sustainability Next steps: <ul style="list-style-type: none"> Investigate involvement in bee projects with support from Trish Howard
Effective composting	School effectively separating waste for composting bins and worm farms		Investigate Garden to Table Trial a Garden Week			
Reduction of plastic food wrappers	Students bringing in fewer processed foods for lunches		<ul style="list-style-type: none"> Set up leadership team Discuss ongoing maintenance of hungry bins and compost with parent volunteers * Develop action plan with leadership team 			

Strategic Programme: Garden to table and healthy food and nutrition

3 YEAR OUTCOME:

- Strong Garden Club in place
- Students actively participating
- School wide understanding about healthy food and nutrition

Initiative	12 Month Milestone	Measure of Success	Key Actions	Who	When	Progress/Review
Involvement of community	Garden Club is well established with involvement from both students and parents/caregivers.	20 students and 2 adults involved in the programme / Garden Club	<ul style="list-style-type: none"> Insert regular updates in newsletter Invite involvement from parents/caregivers Create a page on website 	Wastewise team	Beg 2019 and ongoing	April 2019 <ul style="list-style-type: none"> Regular inserts and photos in newsletter from Garden Club Market table running every second week and showing

	Students are able to talk about healthy food and nutrition		<p>focusing on no waste lunches and how we recycle at GSS</p> <ul style="list-style-type: none"> Keep the Gardening Club Blog up to date 			<p>great promise</p> <ul style="list-style-type: none"> Still difficult to get parent support although many staff supporting the gardens, e.g. Sharyn, Alex, Vanessa <p>Next steps:</p>
Garden Club			<ul style="list-style-type: none"> Appoint parent coordinator Include teacher leadership role in Responsibilities/ Delegations 2019 Strengthen student leadership role focused on sustainability 	Wastewise team	Beg 2019 and ongoing	<p>April 2019</p> <ul style="list-style-type: none"> Strong leadership of Garden Club from teacher and student leaders High profile leadership role <p>Next steps:</p> <ul style="list-style-type: none"> Continue to search for an adult to support the group
Curriculum focus on healthy food and nutrition			<ul style="list-style-type: none"> Trial a Garden Week 	SLT/ all teachers	Term 1	<p>April 2019</p> <ul style="list-style-type: none"> Garden Week held in last week of term 1 and was successful despite it being a busy week <p>Next steps:</p>
Garden to Table			<ul style="list-style-type: none"> Investigate Garden to Table initiative for GSS Gauge parent support to offer Garden to table programme in 2020 	Wastewise team/ SLT	Terms 3 and 4	<p>April 2019</p> <ul style="list-style-type: none"> No action taken yet <p>Next steps:</p> <ul style="list-style-type: none"> Continue to explore this possibility, especially in light of the 2019 fair focused on environmental sustainability