

Desire to Learn, Aspire to Achieve

Whaia e koe te iti Kahurangi



Charter 2019

www.geraldine.school.nz

(MOE # 2107)

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From the Chairperson and Principal

Geraldine Primary School is a school that focuses on student wellbeing, academic and personal growth. It is our responsibility to provide our students with a safe learning environment that fosters positive relationships between families / whanau and the wider community. When our students leave our School we want them to readily display the Values of our school – Caring, Achieving, Respectful, Responsible.

Geraldine Primary School provides an inclusive and friendly environment that encourages each child to achieve personal excellence. We pride ourselves on being an integral part of the wider Geraldine community. We celebrate New Zealand's growing cultural diversity and ensure that all students feel culturally valued.

Our School Charter communicates to our community, the steps the School is taking to improve learning outcomes for all our students. It communicates our School's purpose and direction, our goals for the long and short term and our approach to meeting our legal responsibilities. The Charter outlines the School's approach to meeting national and local priorities for education.

Our Board of Trustees ensures that:

- The students in the School are receiving a high quality standard of education;
- National priorities for school education are being addressed in the School;
- The resources are being used prudently to ensure the highest possible quality programmes are provided for students.

The Board of Trustees ensures the School has a clear sense of purpose by establishing our strategic objectives, documenting these goals and objectives in a School Charter and monitoring progress in achieving these objectives. We update and review our Charter annually. It is a public statement to our parents, staff and students of our commitment to achieving these goals. We can also use it to measure, review and report on our progress. It is forward looking and it reflects the uniqueness of our School and our community.

Rob Wilson	Andrew Leverton
Chairperson	Principal

31 January 2019

Purpose, Vision and Values

Our School's Vision

Desire to Learn, Aspire to Achieve - Whaia e koe te iti Kahurangi

Our School's Mission

"To provide purposeful learning experiences that encourage each child to achieve personal excellence"

Our School's Values

Caring, Achieving, Respectful, Responsible



Description of School & Community

Geraldine is a rural town of approximately 3,000 situated on the edge of the Canterbury Plains, in the South Island of New Zealand. Geraldine is 35 km north of Timaru, 50km south-east of Ashburton and 150km south-east of Christchurch. The town is a base for the local farming community and has a number of cafes, shops, boutiques and services on and around the main street.



Geraldine Primary School provides a quality education for students in Years 0 – 6 and has a roll of between 300 and 350, depending on the time of the year. A significant number of children attending the school travel on buses into the town from the surrounding area.

The School is set in grounds with grassed areas and all-weather asphalt playing surfaces. There are well-maintained buildings with facilities that provide many educational opportunities for the students that attend the school. Other facilities include: 13 classrooms, hall, multipurpose rooms, a spacious, well-resourced library, two well-constructed adventure playgrounds and a heated swimming pool.

The school purpose statement is: "To provide purposeful learning experiences that encourage each child to achieve personal excellence." In support of the Purpose Statement, Geraldine Primary School has a high calibre of motivated teaching and support staff who provide a variety of quality programmes for our students.

Our School is an inclusive school that caters for the needs and interests of all learner, We achieve this by having a wide variety of extra-curricular activities, including kapa haka, a variety of sports, Jump Jam, Education Outside The Classroom (EOTC), Art Club, Green Team, an enrichment (Mohio) programme and as well as a variety of programmes to support students with specific learning needs. Geraldine Primary School is a Sunsmart School and we are in our 7th year of involvement in the Positive Behaviour for Learning (PB4L) programme. We have a growing focus on Environmental Education, as recognised by our Bronze accreditation in 2018 integration of Science, Technology, Engineering and Mathematics (STEM) programmes and digital technologies. We have introduced Bring Your Own Chromebook (BYOC) opportunities to our Year 4 learners in 2018 and across Year 4 - 6 in 2019.

We have a very supportive Home and School group of parents and caregivers, who raise funds to support school initiatives. Our School actively encourages involvement from the wider community.

Governance & Management

Governance

The Board emphasises strategic leadership rather than administrative detail, has a clear distinction of board and staff roles, has a view to the future and is proactive rather than reactive.

Management

The Board delegates all authority and accountability for the day to day operational organisation to the Principal.

Education Act 1989, Sections 75 & 76

Functions and powers of boards [Section 75]

(1) A school's board must perform its functions and exercise its powers in such a way as to ensure that every student at the school is able to attain his or her highest possible standard in educational achievement.

(2) Except to the extent that any enactment or the general law of New Zealand provides otherwise, a school's board has complete discretion to control the management of the school as it thinks fit.

Principal's [Section 76]

(1) A school's principal is the board's chief executive in relation to the school's control and management.

(2) Except to the extent that any enactment, or the general law of New Zealand, provides otherwise, the principal—

(a) shall comply with the board's general policy directions; and

(b) subject to paragraph (a), has complete discretion to manage as the principal thinks fit the school's day-to-day administration.



National Education Guidelines

Schools are Crown entities which mean that Boards of Trustees must ensure they operate within a legislative framework. Section 60A of the Education Act 1989 clarifies the National Education Guidelines as comprising:

1. National Education Goals (NEGs)

These are statements of desirable achievements by schools. This is where the government lays out national priorities for education, which among issues of local importance the Board must take into account when preparing a Charter.

2. Foundation Curriculum Policy Statements,

These are statements of policy concerning teaching, learning and assessment that are made for the purposes of underpinning and giving direction to:

- The way in which curriculum and assessment responsibilities are to be managed in schools;
- National curriculum statements and locally developed curriculum.

3. National Curriculum Statements

These are statements of:

- The areas of knowledge and understanding to be covered by students;
- The skills to be developed by the students; and
- Desirable levels of knowledge, understanding and skill to be achieved by the students during the years of schooling.

4. National Administration Guidelines (NAGs)

These are guidelines relating to school administration and which set out the broad regulations about teaching and assessment, staffing, health & safety, and financial affairs that a Board must observe in governing the School.



National Education Goals

In recognition of the fundamental importance of education, the Government sets the following goals for the education system of New Zealand. Geraldine Primary School recognises these Government's National Education Goals:

NEG 1: The highest standards of achievement, through programmes which enable all students to realise their full potential as individuals, and to develop the values needed to become full members of New Zealand's society.
NEG 2: Equality of educational opportunity for all New Zealanders, by identifying and removing barriers to achievement.
NEG 3: Development of the knowledge, understanding and skills needed by New Zealanders to compete successfully in the modern, ever-changing world.
NEG 4: A sound foundation in the early years for future learning and achievement through programmes which include support for parents in their vital role as their children's first teachers.
NEG 5: A broad education through a balanced curriculum covering essential learning areas. Priority should be given to the development of high levels of competence (knowledge and skills) in literacy and numeracy, science and technology and physical activity.
NEG 6: Excellence achieved through the establishment of clear learning objectives, monitoring student performance against those objectives, and programmes to meet individual need.
NEG 7: Success in their learning for those with special needs by ensuring that they are identified and receive appropriate support.
NEG 8: Access for students to a nationally and internationally recognised qualifications system to encourage a high level of participation in post-school education in New Zealand.
NEG 9: Increased participation and success by Maori through the advancement of Māori education initiatives, including education in Te Reo Maori, consistent with the principles of the Treaty of Waitangi.
NEG 10: Respect for the diverse ethnic and cultural heritage of New Zealand people, with acknowledgment of the unique place of Maori, and New Zealand's role in the Pacific and as a member of the international community of nations.

The School integrates the National Education Goals at governance and operational levels by giving them full consideration when planning School developments or School/class programmes. Achievement results are carefully analysed each year to identify students or groups of students at risk. Planning ensures that strategies are put in place to improve achievement outcomes.

In accordance with the Education Act, therefore the Geraldine Primary School Board of Trustees undertakes to support all initiatives to achieve aims and aspirations of the School's community, and to take full account of the National Education Guidelines.



The Charter incorporates the School's strategic plan and the annual targets for improving student learning outcomes. The needs of the students are the focus of the School. The Board of Trustees will monitor progress toward meeting the goals and objectives set out in this Charter, and provide support to ensure optimum learning outcomes in an emotionally and physically safe environment.

The Board of Trustees will ensure that all students are given an education that enhances and challenges their learning and respects their individual needs and dignity. The curriculum will be designed to allow students to achieve personal standards of excellence and to reach their full potential.

Related Documents

- The New Zealand Curriculum <http://nzcurriculum.tki.org.nz/>
- Ka Hikitia: Managing for Success

<http://www.minedu.govt.nz/theMinistry/PolicyAndStrategy/KaHikitia.aspx>

Procedural Information

The planning year for the Board will be from 1 January to 31 December.

The Charter is lodged annually with the Ministry of Education before 1 March.

The Annual Report including the Analysis of Variance and the School's audited financial statements is lodged with the Ministry of Education by 31 May each year.

Cultural Diversity

Geraldine Primary School celebrates New Zealand's growing cultural diversity and ensures that all students feel culturally safe and valued. Our cultural diversity is a valuable resource for 21st-century learning.

We celebrate and value a variety of cultures by recognising cultural difference, for example:

- integrating cultural perspectives through curriculum areas across all levels
- convening parent support groups and meetings
- accessing cultural advisors, cultural dance/food festivals
- conducting classroom programmes incorporating different greetings.

We respect the unique position of Māori as tangata whenua (the indigenous people) of New Zealand and te reo Māori (Māori language) as an official New Zealand language, in accordance with our commitment to the Treaty of Waitangi. In recognising the unique position of the Māori culture, we provide instruction in tikanga Māori (Māori culture) and te reo Māori for students.

We currently foster Māori culture through:

- teaching te reo Māori to an elementary level (greetings, counting, mihi, basic vocabulary for everyday items, pronunciation and translation of place names)
- singing waiata (Māori songs) in assembly, and classroom music time
- using resources in the curriculum (especially reading, maths, science, social studies, art, music, and PE) which recognise New Zealand's dual cultural heritage



- integrating Māori through all curriculum areas where appropriate
- visits to marae and cultural centres, and fostering relationships with local iwi
- kapahaka, powhiri at the start of the year, bilingual signage around the school, our school pepeha on the two main entrances and a whanau group.

If whanau requests a higher level of tikanga and/or te reo, staff and family will discuss and explore the following options:

- further explanation of existing programmes
- extension of the existing programmes if and as appropriate
- combining with a neighbouring school for parts of the day/programme
- providing in-school support and resources to further enhance inclusion of te reo and tikanga Māori within the child's classroom
- exploring other schools which may offer programmes closer to their expectations
- using community expertise (people and places) to help with any of the above.



We also respect the place of the Pasifika people and culture in New Zealand and foster it through integrating Pasifika into curriculum areas, where appropriate.

We support its vision to see "Five out of five Pasifika learners participating, engaging, and achieving in education, secure in their identities, languages and cultures and contributing to Aotearoa New Zealand's social, cultural and economic well-being".

Strategic Plan 2019 - 2021

Strategic Goals	Initiatives	Initiative Outcomes	Overall Outcomes
Enhanced use of Digital Technologies is an integral part of improving achievement and engagement for all students and staff.	1a. BYOC programme is embedded in all Year 4 - 6 classes. 1b. Professional learning is planned and implemented based on staff and student needs. 1c. Digital Technologies Curriculum is introduced to all teaching staff.	1a. 95% of all Year 4 - 6 students are BYOC, with all students enhancing their digital skills. 1b. Staff are confident in implementing a range of technologies to enhance digital fluency in students. 1c. Digital Technologies Curriculum is implemented schoolwide.	The use of Digital Technologies has improved achievement and engagement for staff and students.
Students and whanau experience smooth transitions when entering, moving through and leaving GPS.	2a. Existing transition practices are reviewed, amended as required and clearly documented. 2b. Grow professional capability through involvement in the Kahui Ako. 2c. Formation of a Newcomers' Club.	2a. Our transition practices place students and whanau at the centre and are clear, current and observe best-practice. 2b. Teachers have improved understanding of transition through collegial and shared practice. 2c. Students and whanau new to GPS are made to feel welcome and are provided with opportunities to meet and be involved in the school.	Transitions are smooth and effective for all stakeholders.
GPS culture supports the health and wellbeing of students and staff	3a. Trial of the Growth Mindset Programme that is linked to our school values and other wellbeing related activities in classrooms. 3b. Grow professional capability through involvement in the Kahui Ako 3c. Use of surveys to inform practice	3a. Staff have consistently and successfully implemented the Growth Mindset and other relevant resources into their class programmes 3b. Staff and students experience improved wellbeing. 3c. Areas for improvement are identified and actions implemented	Our staff and students experience and sustain improved wellbeing.

refer also to 3 Year Strategic Roadmap and Annual Plan (2019) for above goals