

OUR VISION

Kia tūhura, kia kite,
kia mahi ngatahi
To explore, discover,
and learn together

OUR VALUES

E kumanu ana, **We Care**
E ako ana, **We Learn**
E āhei ana, **We Can**
E mahi ngātahi ana!
We Are!

STRATEGIC GOAL 1

All students and staff will be actively engaging with the school curriculum and progressing towards their achievement

- ✦ All students will progress at their highest levels of educational achievement
- ✦ Maximise student engagement across all areas of the curriculum
- ✦ Remain current with information and communication technology development and tools

Charter Text



STRATEGIC GOAL 2

To strengthen and encourage family and whānau participation and engagement in our community

- ✦ To continue to enhance and nurture positive relationships with whānau

To view our full charter, please visit our website: grantsbraes.school.nz

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Charter

This is the Charter of Grant's Braes School, situated at 137 Belford Street, Waverley, Dunedin, Otago, New Zealand.

Type of School

Grant's Braes School is a state co-educational, contributing primary school catering for students from years 1 to 6. It has a decile 10 rating.

General Description of the School

Grant's Braes School was opened on its present site in 1950 and over the years has undergone considerable modernisation. The general condition of the buildings is very good and the grounds are attractive and meet the school's requirements. Grant's Braes School has a rich cultural representation with 54% of our students identifying as New Zealand European/Pakeha, 16% as Māori, 6% as Chinese, 5% South African, Arabic 4% and 15% from other ethnicities. An Enrolment Scheme has been in place since December 2015 to manage the school roll, which is currently around 235 with the expectation that this will remain stable over the next few years. Our school was reviewed by the Education Review Office in November 2019 and received an extremely positive report.

Curriculum

Grant's Braes School implements programmes based on the New Zealand Curriculum, which establishes and identifies the principles for all learning and teaching programmes in New Zealand Schools. It is also used as the basis for planning, assessment, and reporting processes. The major focus is on numeracy and literacy with further emphasis on providing a varied, relevant, and interesting learning experience for students through the inquiry approach.



Staff

The teaching staff comprises a non-teaching principal (commenced duty January 2015), three team leaders (two of which are the Deputy Principals), and twelve teachers. Ancillary staff includes a secretary, caretaker, and six Learning Assistants. For 2021, our school has transferred staffing to Sara Cohen School to outsource the ORS Specialist teacher role.

Class Composition

The children are placed in mixed-ability groups; ability grouping is an everyday practice within classrooms. Various levels of collaboration is undertaken throughout the syndicates (senior, middle and junior).

Outside Agencies

The school has ready access to outside agencies, eg. visiting teachers, psychological service, district speech therapist, resource teacher of English as a second language, reading recovery tutor, resource teacher: learning and behaviour (RTLb) service, public health nurse, Sara Cohen, Ministry of Education officers, and requests their assistance as required.

Pre-School Bears

A transition to school programme is offered on a Thursday afternoon called the 'Grant's Braes Pre-School Bears'. This programme invites children from the age of four and a half to spend one afternoon a week at school, with their parents and take part in activities which have a social and academic focus. Children become familiar with the staff, the classroom, and the other children who will be starting school around the same time as them.



AIMS and OBJECTIVES

Covering the three statutory areas of student achievement, school performance and use of resources. (Education Standards Act 2001)

Area	Aims	Objectives
Strategic planning and self-review	To develop a strategic plan which documents the effects of the National Education Guidelines through policies, plans, curriculum assessment, professional development, student achievement and to plan an ongoing self-review.	The Board with the principal and staff will develop and operate a four-year strategic plan for the management of its operational objectives and development goals. The Board will have a timetable for the ongoing review of its policies and plans. 3 Year Review Schedule
Curriculum delivery	To provide children with stimulating learning experiences that challenge them to achieve their personal best and foster self-confidence, eagerness to learn, self-regulation, collaboration, and develop a positive mindset.	Each year the Principal and staff will develop, revise, or confirm the school's curriculum plan in collaboration with the Board. The plan will include specific objectives relating to the delivery of the curriculum. Curriculum Delivery Plan
Curriculum content	To provide well-planned programmes that extend and widen children's experiences, emphasise a good foundation in numeracy and literacy, and give balanced coverage to all national curriculum learning areas.	Each year the Principal and staff will develop, revise, or confirm the school's curriculum plan in collaboration with the Board. The plan will include specific objectives relating to the delivery of the curriculum. Curriculum Delivery Plan
Assessment and reporting	To recognise children's achievements and identify their learning needs through regular monitoring, recording, and reporting of their progress, and by informing and involving parents when making decisions about their children's learning needs and priorities.	The school's curriculum plan will identify the key purposes, principles, and practices for assessing, recording and reporting on children's progress and achievement. Assessment Implementation Plan
Personnel	To achieve positive working relationships throughout the school, to be a good employer, to promote high levels of staff performance, and provide support for ongoing staff development.	The Board will prepare policies and plans to appoint quality staff so that the school can supply education in accordance with the intentions of this charter. The Board is committed to being a good employer. It will support staff development and operate fair and effective performance management. Appointments Policy
Finance	To plan, manage, and use the school's funds for the maximum benefit of the children's education.	The Board will prepare an annual budget to fund the school's curriculum, personnel, property, and administration activities. The Board will monitor and control income and expenditure throughout the year, and ensure the preparation, audit, and publication of annual accounts.
Property	To maintain and develop the school's buildings, facilities, and environment so that they enhance the educational purpose of the school and are safe, healthy, and attractive for children, staff, and the community.	The Board will comply with the conditions of any current asset management agreement as a good steward of the State's and community's assets and prepare and implement a plan of property maintenance and development, including provision for safety and hygiene.
Community participation	To promote parent/caregiver and community relationships and confidence in the school, and to encourage and welcome their interest, involvement, and support as full partners in children's education.	The Board will have a Communication Policy concerned with promoting parent/caregiver/community communications and involvement. Communication Policy
New Zealand's cultural diversity and the unique position of Māori Culture	To develop school policies and practices that reflect New Zealand's cultural diversity, and the unique position of Māori culture, and to ensure all reasonable steps are taken to provide instruction in Tikanga Māori (Māori culture) and Te Reo Māori (Māori language) for full-time students whose parents request it.	All school policies and plans will be implemented in ways that are sensitive to the cultural backgrounds, values, and needs of individual children and their families. In consultation with the school's Māori whānau, the Board will develop and make available its policies, plans, and targets for the advancement of the achievement of Māori students as required by the National Education Guidelines.

The Statement of National Education and Learning Priorities (NELP) & Tertiary Education Strategy (TES)

The Statement of National Education and Learning Priorities (NELP) and the Tertiary Education Strategy (TES) are issued under the Education and Training Act 2020.

The NELP must be consistent with the objectives for education. These are: helping children and young people to attain their educational potential; preparing young

people for participation in civic and community life and for work, and promoting resilience, determination, confidence, creative and critical thinking, good social skills and the ability to form good relationships; and helping children and young people to appreciate diversity, inclusion and Te Tiriti o Waitangi.

The TES must set out the Government's long-term strategic direction for tertiary education, including economic, social, and environmental goals, and the development aspirations of Māori and other population groups.

One of the purposes of the Act is to establish and regulate an education system that honours Te Tiriti o Waitangi and

supports Māori-Crown relationships. Section 9 sets out the main provisions of the Act in relation to the Crown's responsibility to give effect to Te Tiriti o Waitangi. These provisions include obligations in relation to Te Tiriti o Waitangi for school boards, tertiary education institutions and education agencies.



Vision, Motto, Values, Principles

Vision

Kia tūhura, kia kite, kia mahi kātahi - To explore, discover, and learn together.

Motto

E kumanu ana, E ako ana, E āhei ana, E mahi kātahi ana!

We Care, We Learn, We Can, We Are!

Whakatauki

Mahia te mahi o tō ake kākau - Do things from the heart

Our Values

1. **E kumanu ana - We Care** (kindness and respect) -

- Kindness to self, others, and our environment
- Accept individuality
- Empathy, caring
- Pride
- Honesty and tolerance
- Treating others the way you want to be treated
- Accepting others as who they are
- Showing consideration (politeness and manners)
- Showing respect for others
- Inclusiveness, multicultural, engaging with the wider community

2. **E ako ana - We Learn** (love of learning)

- Creative, collaborative, inquisitive
- Curious, inquiring, problem-solving
- Good work ethic
- Teachers as learners and learners as teachers



3. **E āhei ana** - We Can (confidence)

- Having the feeling or belief that you can do something well or succeed in something
- Liking yourself enough to be yourself
- Independence
- Growth mindset
- Be the best you that you can be
- Positive
- Resilient

4. **E mahi kātahi ana** - **We Are!** (team-work)

- Turangawaewae (knowing where you belong)
- Contributing to own learning, others learning, the wider community
- Respect yourself, others, different viewpoints
- Communication
- Collaboration



Principles

The principles listed in the New Zealand Curriculum embody beliefs about what is important within our school curriculum and underpin all school decision making. Through school-wide and syndicate planning, students at Grant's Braes School experience a curriculum that engages and challenges them, is forward-looking and inclusive, and affirms New Zealand's and also our local communities' unique identity. These are always considered in the processes of planning teaching and learning experiences as well as prioritising and reviewing within the school setting. Our school-based curriculum incorporates these eight principles throughout the school year:

- High expectations
- Learning to learn
- Treaty of Waitangi
- Community engagement
- Cultural diversity
- Coherence
- Inclusion
- Future focus



STRATEGIC PLAN 2021- 2024

Vision - Kia tūhura, kia kite, kia mahi kātahi - To explore, discover and learn together.

Motto - E kumanu ana, E ako ana, E āhei ana, E mahi kātahi ana!

We Care, We Learn, We Can, We Are!

A Board's primary objective in governing the school is to ensure that every student at the school is able to attain his or her highest possible standard in educational achievement (Education Act).

1. All students and staff will be actively engaging with the school curriculum and progressing towards their achievement targets

Objective	2021	2022	2023	2024
All students will progress at their highest levels of educational achievement	<p>All students will make progress to the best of their ability in writing.</p> <p>85% of intervention students to make accelerated progress in spelling (through Structured Literacy practice).</p> <p>Explore Structured Literacy across the school.</p>	<p>All students will make progress to the best of their ability in reading.</p> <p>Integrate Structured Literacy across the school.</p>	<p>All students will make progress to the best of their ability in mathematics.</p> <p>Embed Structured Literacy across the school.</p>	<p>Increase student engagement and achievement in an identified area of need based on data.</p> <p>Review Structured Literacy practice.</p>
To maximise student engagement across all areas of the curriculum	<p>Embed authentic STEAM learning contexts and projects into classroom programmes.</p> <p>Discovery/play-based learning contexts are</p>	<p>Embed authentic STEAM learning contexts and projects into classroom programmes.</p> <p>Authentic, student lead Discovery/play-based</p>	<p>Maintain and further develop authentic collaboration between learners and experts maintained.</p> <p>Maintain authentic, student lead</p>	<p>Maintain and further develop authentic collaboration between learners and experts maintained.</p> <p>Maintain authentic, student lead</p>

	<p>integrated across teams and promote student agency.</p> <p>Explore project-based Learning as part of the classroom programme.</p> <p>Review collaborative practices within the school.</p> <p>Involvement in the Māori Achievement Collaborative</p>	<p>learning embedded and sustained across the school.</p> <p>Plan authentic project-based learning as part of the classroom programme.</p> <p>Māori Achievement Collaborative (MAC).</p>	<p>Discovery/play-based learning embedded and sustained across the school.</p> <p>Embed authentic project-based learning as part of the classroom programme.</p> <p>Māori Achievement Collaborative (MAC).</p>	<p>Discovery/play-based learning embedded and sustained across the school.</p> <p>Embed authentic project-based learning as part of the classroom programme.</p> <p>Māori Achievement Collaborative (MAC).</p>
<p>To remain current with Information and Communication Technology development and digital technologies.</p>	<p>Staff engaged in professional development related to the new digital technologies strands.</p> <p>Embed digital technologies strands into classroom practice and planning.</p>	<p>Staff engaged in professional development related to the new digital technologies strands.</p> <p>Digital technologies and ICT are authentic and are a regular part of classroom programmes.</p>	<p>Staff engaged in professional development related to the new digital technologies strands.</p> <p>Review digital technology strands are embedded into the localised curriculum.</p>	<p>Staff engaged in professional development related to the new digital technologies strands.</p> <p>Reviewed digital technology strands are embedded into the localised curriculum.</p>
<p>To review curriculum areas on a self-review cycle and report to the Board/Staff/Community</p>	<p>Review: English, health and physical education, play-based/discovery learning, localised curriculum (Science/social studies/technology).</p>	<p>EOTC, ICT/STEAM.</p>	<p>The arts, cultural responsiveness.</p>	<p>English, health and physical education, play-based/discovery learning, localised curriculum (Science/social studies/technology).</p>

2. To strengthen and encourage family and whānau participation and engagement in our school community.

Objective	2021	2022	2023	2024
Continue to enhance and nurture positive relationships with whānau	<p>Aspire to achieve 100% whānau engagement for all children.</p> <p>Engage with whānau of children who are receiving specialised learning and/or health support</p> <p>Enhance connections with local kindergartens and feeder schools.</p>	<p>Aspire to achieve 100% whānau engagement for all children.</p> <p>Review and enhance engagement with whānau of children who are receiving specialised learning and/or health support</p> <p>Integrate connections with local kindergartens and feeder schools.</p>	<p>Aspire to achieve 100% whānau engagement for all children.</p> <p>Continue to engage with whānau of children who are receiving specialised learning and/or health support</p> <p>Embed connections with local kindergartens and feeder schools.</p> <p>Undertake Community Consultation and review.</p>	<p>Aspire to achieve 100% whānau engagement for all children.</p> <p>Continue to engage with whānau of children who are receiving specialised learning and/or health support</p> <p>Review connections with local kindergartens and feeder schools.</p>
Implementation of new National Education and Learning Priorities (NELP)	Revised National Education and Learning Priorities (NELP) are explored and unpacked.	Revised National Education and Learning Priorities (NELP) are developed and unpacked.	Revised National Education and Learning Priorities (NELP) implemented.	Revised National Education and Learning Priorities (NELP) implemented and embedded.

GRANT'S BRAES SCHOOL

ANNUAL PLAN 2021

A board's primary objective in governing the school is to ensure that every student at the school is able to attain his or her highest possible standard in educational achievement (Education Act).

Strategic Goal 1. All students and staff will be actively engaging with the school curriculum and progressing towards their achievement targets.

Objective 1	Outcome	2021 Actions	Budget	Timeframe	Who will be involved	Evidence/Links
All students will progress at their highest levels of educational achievement Targets	All students will make progress to the best of their ability in writing	2020 data reviewed, analysed, reported to BoT, Charter targets written	nil	Term 1	Gareth, management	BOT report 2020
		Review and adapt (ALL Contract 2014 - 2016) a best practice for teaching of writing	nil	Term 1 - Week 3	Management, All teachers	Grant's Braes Writing Criteria - HERE
		Review writing process and implement school-wide - staff meeting organised	nil	Term 2 - Week 3	Management, All teachers	
		Students sharing and celebrating their writing (Walkthrough Term 2)	nil	ongoing	Teachers, students	
		Teacher walkthrough to share writing practice	nil	Term 2	Teachers	
		Students will receive regular feedback on the message of their writing	nil	on-going	Teachers, students	
		Oral language focus - talk, before and during writing	nil	ongoing	Teachers, students	
		Having an in-class target writing group operating within the school	nil	Term 2 - 4	Teachers,target students	
		e-asTTle data collected and analysed	nil	Term 3	Year 3 - 6 tamariki, teachers	

		Writing moderation for reporting purposes		Term 2 and Term 4	Management Team, teachers	
		Writing interventions operating if required (Term 3/4)	Allocated Staffing FTE	TBC	Intervention teachers (Sara/Desiree)	
		BoT report to the Board	nil	TBC	Management	
	85% of intervention students to make accelerated progress in spelling (through Structured Literacy practice)	Schonell Spelling Test administered and analysed - Year 4 - 6. Baseline data and all intervention students	nil	Term 1	Intervention teachers (Sara/Desiree), teachers	
		Word check test used to determine starting code	nil	Term 1	Intervention teachers (Sara/Desiree)	
		Word check and Phonological Awareness Screening Tool used to identify students requiring support and which code to start from	nil	Term 1	Intervention teachers (Sara/Desiree)	
		Te Kahere/Kā Manu interventions focused on Structured Literacy based on 2020 reading and writing data - Report to the BoT	Allocated Staffing FTE	Terms 1 - 2	Intervention teachers (Sara/Desiree)	
		Plan, develop and deliver a structured literacy programme for intervention groups	nil	Terms 1-22	Management/teachers	
		Schonell Spelling Test Year 4 - 6 - administered and analysed - end of year data and all intervention students - Report to BoT	nil	Term 4	Intervention teachers (Sara/Desiree), teachers	
	REVIEW					

Objective 1	Outcome	2021 Actions	Budget	Timeframe	Who will be involved	Evidence/Links
To maximise student engagement across all areas of the curriculum	Explore Structured Literacy across the school	Purchase of Structured Literacy Programme and resources	\$10 000	Term 1	Management	
		Structured Literacy School Wide Scope drafted - acknowledgment to Redcliffs School's document	nil	Term 1	Management	
		Structured Literacy Code explored and unpacked	nil	Term 1 - ongoing	Lead Teachers (Sara/Desiree/Susan)	
		Introduction to Structured Literacy Staff Meeting	nil	Term 1 - Week 4	Sara/Desiree/Susan - All teaching staff	
		Introducing sounds based spelling list using 'The Code'	nil	Term 1 - Week 4	Sara/Desiree/Susan - All teaching staff	
		Online Professional development undertaken	\$2600 (PD Budget)	Term 1-2	10 teaching staff	
		Liz Kane (Learning Matters) professional development - 4 staff members attending - staff meeting held	\$2000 (PD Budget)	Term 2 - 11/12 May 2021	Sara, Desiree, Susan, Jen	
		Plan TOD - Structured Literacy	Release - Jen	Planning day 19 May 2021	Sara, Desiree, Susan, Jen	
		MOE funded TOD organised to run in-house PLD on Structured Literacy	nil	Term 2 - 8 June 2021	Sara, Desiree, Susan, Jen	
		Sound-based spelling programme implemented schoolwide		By the end of Term 4	Management, teachers	
REVIEW						

Objective 2	Outcome	2021 Actions	Budget	Timeframe	Who will be involved	Evidence/Links
To maximise student engagement across all areas of the curriculum	Embed authentic STEAM learning contexts and projects into classroom programmes	Cultural Narrative unpacked and used to support Localised Curriculum	nil	Ongoing	Lewis, Gareth, Amie Curtis, Megan Potiki, teachers, whānau	
		Cluster wide project developed and shared with staff - 'Mission to Mars'	nil	Term 1	Lead Teachers	
		Cluster wide project underway during Term 2 and 3 for teachers to implement in the classrooms	OCT Funding	Term 2 (preparing for) & 3	Teachers	
		Teachers implement STEAM/PBL learning units in their classroom programme	nil	Term 2 onwards	Teachers	
		Lead Teachers run one STEAM staff meeting per term (more as required)	nil	Term 1 onwards	Lead Teachers	
		Staff attend workshops/conferences to upskill in STEAM/PBL pedagogy and skills	OCT Funding	Term 2 onwards	Teachers	
		Lead teachers support wider staff in implementing STEAM activities as part of the classroom programme	nil	Term 2 onwards	Lead Teachers, Teachers	
		Explore authentic opportunities for students to collaborate with other learners and outside agencies/experts	nil	Term 2 onwards	Lead teachers, teachers, students	
		Opportunities for staff to visit other educators to observe STEAM learning in practice.	OCT Funding	Term 2 onwards	Teachers	
		STEAM/PBL pedagogy integrated into school localised curriculum	nil	Ongoing	Iain, Management, Lead Teachers, Teachers	
		Learner surveys - STEAM -	nil	Term 2	Lead Teachers	

		assessment (in conjunction with University of Otago)				
		Target student interviews undertaken	nil	Wk 10, Term 2	Lead Teachers	
	Discovery/play based learning contexts are integrated across teams and promote student agency	Review Rationale and Philosophy and refine		Term 1	Lead teachers, staff	
		Syndicate plan and implement Discovery/Play-based learning based on rationale		Ongoing	Teachers	
	Review collaborative practices with the school	Kā Manu and Te Kahere to review collaborative practice within their syndicates through team meetings	nil	Term 2	Team Leaders, teachers	
		Susan Tait through the NELP Programme to explore collaboration in the Kōhanga syndicate	\$4000 (PD Budget)	Term 1 - 3	Susan Tait, teacher	
	Involvement in the Māori Achievement Collaborative	Attendance by principal to local MAC hui	nil	On going	Principal	
		Attendance by principal to national MAC hui	\$2000 (PD budget)	Term 3	Principal	
		Update GAP Analysis	nil	Term 1	Māori, Principal, Amie Curtis	
		Update Measurable Gains Framework (MGF)	nil	Term 1	Māori, Principal, Amie Curtis	
		NZ History Curriculum explore and use with a balance (Pakeha/Māori).			Lead Teacher of Māori, Principal, Teachers	
		Attend seminar for NZ History Resource	\$1000	Term 1	Lead Teacher of Māori, Principal	
		Hold MAC Hui at Grant's Braes School and Mihi Whakataua	nil	Term 3	Lead Teacher of Māori, Principal	

		Cultural Narrative linked clearly into our localised curriculum - Teacher/Whānau understanding of the CN - Megan Potiki to work with staff and whānau on the CN	TBC	Term 2	Lead Teacher of Māori, Principal, Amie Curtis	
		Vision, Values, Whakatauki embedded throughout our school.	nil	On going	Lead Teacher of Māori, Principal, teachers	
		Visual metaphors developed and in and around the school – apply for Arts Funding (apply Term 2)	TBC	Term 3 onwards	Lead Teacher of Māori, Principal	
		Mihi whakatau used to welcome	nil	Term 3 onwards	Lead Teacher of Māori, Principal, Amie Curtis	
		Increase engagement for Whānau Hui and address barriers	nil	On going	Lead Teacher of Māori, Principal, Amie Curtis	
		Embed Kāi Tahu dialect	nil	On going	all	
		Provide professional learning for the school staff - one staff meeting per term	nil	Term 1 - 3	Lead Teacher of Māori, Principal, all staff	
		Explore Hikairo Schema – Culturally Responsive Teaching and Learning -	nil	Term 1 - ongoing	Lead Teacher of Māori, Principal, staff	
REVIEW						

Objective 3	Outcome	2021 Actions	Budget	Timeframe	Who will be involved	Evidence/Links
To remain current with Information and Communication Technology development and tools	Staff engaged in professional development related to the new digital technologies strands	Continue to develop a roadmap for digital technologies at Grant's Braes School. Identify key areas for development at each level, junior, middle, senior.	nil	Term 1	Iain CB, ICT Lead teacher, Gareth	
		Identify key professional learning opportunities for staff and inform. Eg: Techie Breckie, conferences, DT4 Teachers' club.	OCT Funding	ongoing	ICT Lead teacher, Iain CB, Management team	
		Series of staff workshops targeted for each school level based on roadmap.	OCT Funding	Term 2-4	Iain CB, Lead ICT teacher	
		Acquire resource kits needed. Eg: robotics, e-textiles etc	OCT Funding		Iain CB, ICT Lead teacher,, Gareth	
	Embed digital technologies strands into classroom practice and planning	Staff and students will utilise new and existing digital technologies resources as part of the classroom programme Eg: Microbits and MakeyMakey	OCT Funding	Term 1 onwards	Teachers	
		Teachers will explicitly and authentically include digital technologies into their wider classroom programming. Computational Thinking and Designing and Developing Digital Outcomes	nil	Term 1 onwards	Teachers	
		Planning documents updated to specifically list Digital Technologies strands for Computational Thinking and Designing and Developing Digital Outcomes	nil			
REVIEW						

Objective 4	Outcome	2021 Actions	Budget	Timeframe	Who will be involved	Evidence/Links
To review curriculum areas on a self-review cycle and report to the Board/Staff/Community	Review: English, health and physical education, play-based/discovery learning, localised curriculum (Science/social studies/technology).	To undertake a review of Health and P.E. curriculum and report to staff, BoT	nil	Term 1	Management Team, lead teachers, staff, BoT, community	
		To undertake a review of the Science curriculum	nil	Term 2	Management Team, lead teachers, staff, BoT, community	
		To undertake a review of Technology curriculum	nil	Term 3	Management Team, lead teachers, staff, BoT, community	
		To undertake a review of Social Sciences curriculum	nil	Term 4	Management Team, lead teachers, staff, BoT, community	
		To share the finalised review reports to stakeholders: <ul style="list-style-type: none"> - Board of Trustees - Staff - Community 	nil	When completed	Management Team, principal	

Strategic Goal 2. To strengthen and encourage whānau participation and engagement in our community

Objective 1	Outcome	2021 Actions	Budget	Timeframe	Who will be involved	Evidence/Links
Continue to enhance and nurture positive relationships with whānau	Aspire to achieve 100% whānau engagement for all children.	Parent/Teacher Interview data analysed and all caregivers of students deemed 'Needs Support' will be contacted if they had not attended	nil	What's the Buzz - Term 1 Interviews - Term 2	Management Team, Teachers,	
		BoT to discuss ways to limit barriers for people to attend whānau hui <ul style="list-style-type: none"> - Adequate notice given to whānau - Written and phone invitation to whānau - Provide food and babysitting services (at school) 	\$300	Whānau Hui termly	Principal, Māori lead teacher, teachers, Kaitoko (Amie Curtis)	
		Share clear agenda with Whānau prior to the hui	nil	Whānau Hui termly	Principal, Māori lead teacher	
	Engage with whānau of children who are receiving specialised learning and/or health support	Parent/Teacher Interview data analysed and all caregivers of students deemed 'Needs Support' will be contacted if they had not attended	nil	Interviews - Term 2	Teachers	
		Reduce barriers for some families in need	nil		Principal, BoT, PTA, Kaitoko (Amie Curtis)	
		Make parents aware they can bring a support person, especially ESOL families	nil		Teachers, Principal - Newsletter	
		Bilingual Support worker to support Arabic families	MOE Cluster funds	ongoing	Mouhammed Alfar, SENCO (Desiree)	
		Meet the teacher evening held	nil	4/2/21	Teachers	
		Parent/Teacher meetings - formal and informal	nil	What's the Buzz - Term 1 Interviews - Term 2	Teachers	

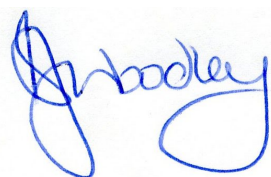
		Intervention/target groups engagement and communication kept high	nil		Intervention teachers, Teachers	
		No surprise reporting to parents/caregivers	nil	ongoing		
		Parents/caregivers aware of open door policy	nil	Term 1	Principal, Teachers	
	Enhance connections with local kindergartens and feeder schools	Kōhanga to visit and be visited by the two local kindergartens	School van	Ongoing	Kōhanga teachers	
		Year 6 students visiting GB /Rotary Park Kindergarten weekly	School van	Ongoing	Year 6 students, Lewis Howell, Rebecca B	
		Bayfield students invited to support the school with Kapa Haka, Whānau Day organisation		Ongoing	Principal, Māori lead teacher, teachers, students Kaitoko (Amie Curtis), whānau,	
Implementation of new National Education and Learning Priorities (NELP)	Revised National Education and Learning Priorities (NELP) are explored and unpacked.	Revised National Education and Learning Priorities (NELP) are explored and unpacked.			BoT, Senior Management, teachers	
REVIEW						

Charter Undertaking

In accordance with Section 64 of the Education Act, the Grants Braes School Board of Trustees undertakes to take all reasonable steps to achieve the purposes, aims and objectives in this charter, which have been approved by the Board following consultation with the community in terms of Sections 61 and 63 of the Education Act, and to take full account of the National Education Guidelines and all statutory obligations.

The Board of Trustees accepted this charter as its undertaking to the Minister of Education on 24 February 2021.

This charter was submitted to the Ministry of Education for the Minister's approval on 1 March 2021.



Steph Woodley,
Chairperson, Board of Trustees

24 February 2021

.....
Ministry of Education

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Date

