



Desire to Learn, Aspire to Achieve

Whāia e koe te iti kahurangi



Charter 2023

www.geraldine.school.nz

(MOE # 2107)

From the Principal and Board Presiding Member

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 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. Alongside our Strategic Plan, 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.

Alicia Pridham
Presiding Member

Andrew Leverton
Principal

1 February 2022



Purpose, Vision and Values

Our School's Vision

Desire to Learn, Aspire to Achieve - Whāia 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

Manaakitanga - Caring

Takakawe - Achieving

Whakaute - Respectful

Takohanga - Responsible



Description of School and 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 (U4) provides a quality education for students in Years 0 – 6. A 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, a spacious hall, multipurpose rooms, a well-resourced library, three 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

leadership, 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 learners. 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), 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 well-established in the Positive Behaviour for Learning (PB4L) programme. In 2020 we were recognised by the Ministry of Education as a PB4L Lighthouse School, in response to our practice in this area. 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 are another feature of our school. We introduced Bring Your Own Chromebook (BYOC) opportunities to our Year 4 - 6 learners in 2018. Since 2020, we have developed a focus on Structured Literacy, and have seen the benefits of this approach in our student engagement and achievement. In 2020 we also refocused our approach to the teaching and learning of mathematics. Like literacy, we have seen some pleasing gains in student engagement and achievement in maths over the past few years.

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 school and wider community.

Governance and 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 and Training Act 2020

The Act came into effect on 1 August 2020. It incorporates and replaces the Education Acts 1964 and 1989.

National Education and Learning Priorities

The Statement of National Education and Learning Priorities (NELP) and the Tertiary Education Strategy (TES) set out the Government's priorities for education that will ensure the success and wellbeing of all learners. They are statutory documents issued under the Education and Training Act 2020 that direct government and education sector activities towards the actions that will make the biggest difference, and ensuring that we are able to strengthen the education system to deliver successful outcomes for all learners/ākonga.

The NELP and TES priorities will help create education environments that are learner-centred, and where more of our learners, and especially more of our Māori and Pacific learners, are successful. The NELPs have four overarching objectives for schools:

1. **Learners at the centre** - learners and their whanau are at the centre of education
2. **Barrier free access** - great education opportunities and outcomes are within reach for every learner
3. **Quality teaching and leadership** - quality teaching and leadership make the difference for learners and their whanau
4. **Future of learning and work** - learning that is relevant to the lives of New Zealanders today and throughout their lives



The School integrates the National Education and Learning Priorities 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.

The Geraldine Primary School Board undertakes to support all initiatives to achieve aims and aspirations of the School's community, and to take full account of the National Education and Learning Priorities.

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 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 excellence. We acknowledge that this varies from child to child. We have a range of support programmes in place that address underachievement and to accelerate achievement of these learners. Our Mohio programme focuses on students who require extension. Our school is committed to improving outcomes for Maori students and to reducing the overall disparity between learners.



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 in assemblies and in classrooms
- using resources in the curriculum which recognise New Zealand's dual cultural heritage
- integrating Tikanga and Te Reo Māori through all curriculum areas where appropriate
- visits to marae and cultural centres, and fostering relationships with local iwi
- kapa haka, 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 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".