

# Mission Statement

## To Grow Life-Long Learners

*Supporting statement:*

- *We will promote life-long learning in our children by developing their social, intellectual, emotional and physical skills in a creative and caring environment.*

The Boards of Trustees will ensure that all students in the school are given an education which enhances their learning, builds on their needs and respects their dignity.

## Postgate School Values

“POSTGATE PRIDE” is a phrase commonly used around Postgate School. The Board of Trustees, after consultation with the school community and staff, have designed a values model based on Postgate PRIDE; with a clear focus on the P.R.I.D.E

- **A**KO; *Together, we learn and achieve*; Panekiretanga
- **P**articipation; Whanaungatanga – Perseverance Te Manawanui
- **R**espect; Manaakitanga – Resilience Te Tautuhi
- **I**ntegrity; Tikanga – Imagination Whakaaroaro
- **D**etermination; Rangatiratanga – Diversity Te Rerekētanga
- **E**xcellence; Maramatanga – Empathy Te Aroha



***“Ma te mahi ngatahi, ka tu pakari te matauranga”***  
***“Together, We Learn and Achieve”***

The school motto is a reflection of the school philosophy which sees all within the school working together for the benefit of the children and each other.

**Non-Negotiable Standards in our Postgate School Whare**

- Firstly, and most importantly, we develop systems, processes and connections that put students at the heart of learning and teaching, rather than on the periphery of school decision-making and the curriculum.
- We have an uncompromising focus on fostering students’ interests and strengths, and on addressing their learning needs. We understand that our role is to serve students and serve our school community.
- Students’ are honoured as partners in learning. This is fundamental to the relationships that are developed, between teachers and students; highly important.
- Critical inquiry is simply the way we do things around here
- Every child, every classroom will enjoy success/achieve through staff/our community working together

## **The Vision**

**We want Postgate School to be the catalyst for setting children on the path  
to positive life-long learning, encouraging them to be effective contributors to society.**

The importance of a shared vision is recognised by the staff and the Board of Trustees. It is a means of ensuring consistency in setting and achieving goals for ongoing development, confirming the culture developed within the school

## **Consultation Overview**

*Postgate School prides itself on our strong home/school partnership. We know, and research supports this, that children's learning is enhanced and improved, when the partnership between home and school is supportive and positive. A child's learning is primarily important to three key stakeholders- the child, their whanau and the school. Alongside this, 'Internal Evaluation' is critically important to identify what is working well and what can be improved. A key aspect of 'Internal Evaluation' is engaging with the necessary people to provide a comprehensive picture of what is occurring and what can be improved*

## **MĀORI ACHIEVEMENT STATEMENT**

At Postgate School we acknowledge New Zealand's cultural diversity and in doing so acknowledge the unique position of Māori as tangata whenua. Postgate School will provide opportunities that support its students in te reo and tikanga Māori.

At Postgate School we have high expectations of all our students in and out of the classroom. We will continue to ensure that Māori can effectively achieve educational success as Māori. (Ka Hikitia)

Goals:

- To provide opportunities for all students to respect and understand Te Reo and Tikanga Māori
- To grow the use of, and correct pronunciation of Te Reo throughout our school
- To further engage, involve, challenge and form a lasting partnership with whanau through hui and community events
- To further strengthen our Te Whanau Kaitiaki Group
- To consult with whanau as part of self-review
- To continue to grow, explore and achieve our Ka Hikitia goals
- *To create a visual representation of Te Ao Maori ki Postgate.*

## **PASIFIKA ACHIEVEMENT STATEMENT**

At Postgate School we acknowledge that a large proportion of our school population are descendants from the Pacific Islands.

At Postgate School we have high expectations of all our students in and out of the classroom. We will continue to ensure that Pasifika students can effectively achieve educational success as Pasifika and that we embrace the principles of the Pasifika Education Plan. (PEP)

Goals:

- ✓ To engage, involve, challenge and form a lasting partnership with aiga through fono and community events

- ✓ To further strengthen our Pasifika Advisory Group
- ✓ To consult with aiga as part of self-review.

## **CHILDREN WITH SPECIAL RIGHTS ACHIEVEMENT STATEMENT**

At Postgate School we aim for ALL children to experience educational success and achievement irrespective of their ability. Every child has the right to learn and be part of a welcoming, nurturing and safe environment. At our school we foster and encourage collegial, supportive relationships between all stakeholders invested in children's education to ensure the best possible learning experiences for them. Collaborative partnerships would include the child, the parents/caregivers, whanau, teachers, SENCO and/or principal and agencies and services which support students with special educational needs (eg: RTLB, CYFS). Special Educational Needs support can be for those children who have difficulty accessing the curriculum at their chronological age/level or for those children whose skills and talents exceed the curriculum expectation associated with their age/level. Postgate School will maintain a Special Educational Needs Register (including those children with special abilities) to ensure that those children who require additional learning support and/or extension are recorded and are having their needs met.

Indicators include:

- ✓ Gathering, collating and reviewing data, progress and achievement of students on the SEN Register.
- ✓ Accessing external agencies and expertise to provide additional support and/or funding to assist children. This may include (but is not limited to) CYFS, RTLB, RTLit, Speech Therapy, Public Health, The Correspondence School
- ✓ Using Teacher Aides to support and facilitate support or extension programmes, either in class or withdrawal. Programmes may include: support with ESOL students, Mathematics (put in other programmes covered in Senior School)
- ✓ Learning Support Teacher is employed for three terms to work alongside those children requiring additional learning support, in particular, those groups of children identified through the annual School Targets.
- ✓ Provision of a Management Unit for SENCO to oversee the coordination of SEN responsibilities.
- ✓ Timely IEPs prepared (when required) to provide planning and review of students learning.
- ✓ Working with parents/caregivers to support their children with their learning.

## **At Postgate We Strive For All Children To:**

- be an active and positive member of the community
- be confident, independent and self-motivated learners
- ask questions, take risks and be provided with opportunities to make creative choices about their learning "Mau e whiri"
- be effective communicators
- respect themselves and others in everything they do
- be motivated and supported in achieving their goals

- a child who is engaged within their learning, engaged with teachers, engaged with their peers, engaged with the school as a wider community (parents, groups, etc)

Postgate School Charter - Revised 2025

## **Postgate School TEACHING AS INQUIRY**

‘Teacher as Inquiry’ requires educators to reflect critically on the impact of their practice and to use information to make decisions about where to go and what to do next. It refers to the need to improve curriculum design and pedagogical practices.

‘Teacher as Inquirer’ is a process of systematic, rigorous and critical reflection about professional practice, and the contexts within which it occurs, in ways that question taken-for-granted assumptions. Its purpose is to inform decision-making for action. Inquiry can be undertaken individually, but it is most powerful when it is collaborative. It involves educators pursuing their “wonderings” and seeking answers to questions or puzzles that come from real world observations and dilemmas.

### **Where has ‘Teaching as Inquiry’ come from?**

- ***Teacher’s Collective Contract***

- **Fully Registered Teachers** reflect on teaching with a view to improvement
- **Experienced Teachers** continually evaluate and reflect on their teaching and act on areas where it can

- ***The New Zealand Curriculum***

Since any teaching strategy works differently in different contexts for different students, effective pedagogy requires that teachers inquire into the impact of their teaching on their students.

Inquiry into the teaching–learning relationship can be visualised as a cyclical process that goes on moment by moment (as teaching takes place), day by day, and over the longer term. (pg 35)

- ***NZ Education Council - Registered Teacher Criteria***

Use critical inquiry and problem-solving effectively in their professional practice. Systematically and critically engage with evidence and professional literature to reflect on and refine practice. Respond professionally to feedback from members of their learning community. Critically examine their own beliefs, including cultural beliefs, and how they impact on their professional practice and the achievement of ākonga.

### **The cyclical approach to Teaching as Inquiry**

Key questions for the teacher to ask.

What is important, given where my students are at?

This *focusing inquiry* establishes a baseline and a direction. The teacher uses all available information to determine what their students have already learned and what they need to learn next.

What strategies are most likely to help my students learn this?

In this *teaching inquiry*, the teacher uses evidence from research and from their own past practice and that of colleagues to plan teaching and learning opportunities aimed at achieving the outcomes prioritised in the focusing inquiry.

What happened as a result of the teaching, and what are the implications for future teaching?

In this *learning inquiry*, the teacher investigates the success of the teaching in terms of the prioritised outcomes, using a range of assessment approaches. They do this both while learning activities are in progress and also as longer-term sequences or units of work come to an end. They then analyse and interpret the information to consider what they should do next.

## **A format for Implementation**

*It involves kids!*

The diagram below shows a way it could be developed in our school based on the understanding that students will have a strong voice in any teacher inquiry. Similarly, colleagues have much to offer in the way of advice, role models and as sounding boards for new ideas. The model assumes teachers are given Reflective Journals into which the progress, achievements and successes of inquiries are recorded.

After all, if you really want to know how you can best teach kids you have got to ask them.

### Quality Teaching- “AKO” Reflection Tool

#### 1. Identify one teaching/learning goal for you, this will link to your TAI

Effective teaching and learning depends on active engagement of the student  <b>A</b>	Effective teaching and learning depends on motivation of the student  <b>B</b>	The educator is also learning from the student  <b>C</b>	Educator's practices are informed by the latest research  Educator's practice is reflective  <b>D</b>	Educator's practice is deliberate  Better understanding of the link between teaching practice and learning outcomes  <b>E</b>
The learner and whanau cannot be separated.  Effective teaching practices require learning contexts that are meaningful for the learner  <b>F</b>	Accurate assessment  Responsive feedback that supports further learning  <b>G</b>	Knowing the student  Respecting the student  Valuing the student  <b>H</b>	Integrating an understanding of cultural identity into learning settings is most effective when it contributes directly, deliberately and appropriately to shaping teaching practices and learning experiences for students.  <b>I</b>	Maori students, whanau, hapu, iwi and educators sharing knowledge and expertise with each other to produce better mutual outcomes  Building effective relationships with the learner and family/whanau  <b>J</b>

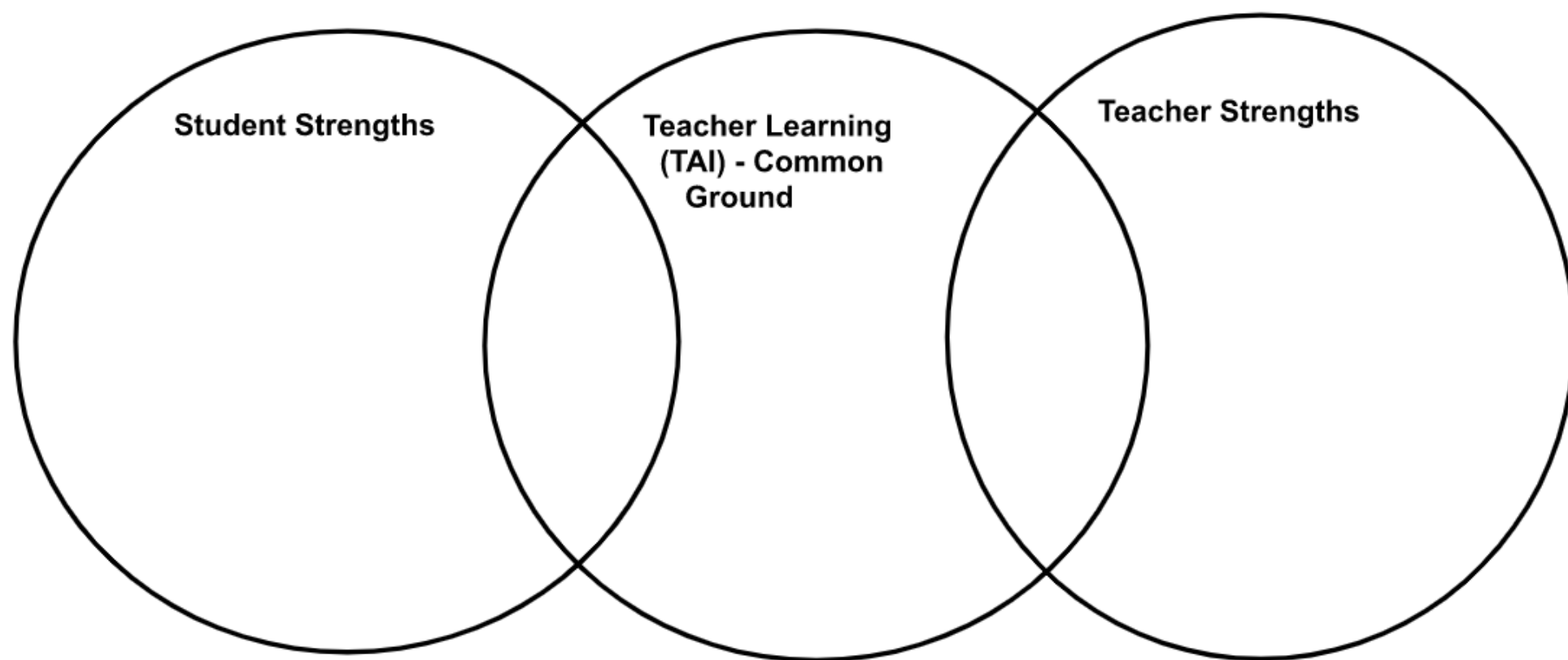
#### 2. What do you do now with regards to this goal?

**PHILOSOPHY** - Enabling our Maori students to achieve success as Maori

**BACKGROUND** - What works for Maori students works for all

**GOAL** - Enabling all students to achieve success as themselves (cultural centered)

[Venn Diagram - Strengths Finder](#)



[NEXT STEPS FOR TEACHER DEVELOPMENT/TAI Goal](#)

Noticing – What is so?

FROM A 'WHAT CAN THE STUDENTS DO' Positive perspective



**Noticing – What is so?****FROM A 'WHAT CAN THE STUDENTS DO' Positive perspective*****What are your strengths in the chosen area?***

Who are my target student(s)? - Why did I choose him/her/them?

***What are the challenges for you in your chosen area?***

Who are my target student(s)? - Why did I choose him/her/them?

***What are the strengths of your target kids in your chosen area?***

Who are my target student(s)? - Why did I choose him/her/them?

***What are the challenges for your target kids in your chosen area?***

Who are my target student(s)? - Why did I choose him/her/them?

**Investigating – Why is it so?**

*Student assessment data is gathered over time, using many tools and processes. We collect and inquire into both formal and informal assessment data.*

What do I know about my target student(s), Data- National Standards, National Norm testing, E-asTTle, Running Records, JAM, Gloss etc-  
From data that you collected - Gaps in learning - Barriers to learning - Past learnings from colleagues

**Collaborative Sense Making - So What?**

How does my target student achieve in relation to the rest of the class/school?  
Are there any other factors that you considered? - Anything else that you explored further?

**Prioritising to take Action - What Now?-*****What new learning will/did I undertake?***

Professional readings - Shared learnings with others - Collaborative practices - Walk Throughs with your team- Setting goals for self and learner - Any additional support

### So, What Now - Measuring the learning

Deliberate-acts-of-teaching are used to **promote shifts in practice**. They develop your students' knowledge, strategies and awareness in order to think critically and make meaning of what they are learning.

<u>Date</u>	<u>Your Purpose/Action</u>	<u>Key learning/ Shifts in practice- Implications for <b>me</b> as the teacher</u>	<u>Reflection/impact - evidence based Why or why not?</u>

### OUTPUTS

This is most important when compared with the above - What has happened as a result of the above - Summarize your inquiry in a 'nutshell'. These two boxes are completed at the end.

<u>Key shifts in Teacher Practice</u>	<u>Outcome for Learners – when compared with previous data</u>

## Curriculum Learning/Development

The identified goals and targets are supported through the curriculum development plan over the next 3 years. These will also be reflected in the Values, Principles and practices which will be established as part of the pedagogical shift in our school culture over the next few years.

	Primary Focus	Secondary Focus
2025	Better Start Literacy – Years 4-8 Numeracy/Literacy	Student Inquiry Learning Te Reo Māori
2026	Te Reo Maori Numeracy/Literacy	Teacher as Inquiry Student Led Inquiry Teacher as Inquiry
2027	Student Inquiry Learning Te Reo Māori	Numeracy/Literacy

The Board of Trustees will prioritise budget spending to allow effective progress to be made towards student achievement. Expenditure will be monitored and controlled to ensure that our strategic goals are able to be pursued. Financial performance will be consistent with school procedures and policies and will be regularly reported to the Board.

As outlined in strategic planning, the Board has indicated its commitment to providing a safe, healthy learning environment. The Board also considers personnel to be our most valuable resource and will budget and staff the school with this priority in mind.

The 10 year property plan, the strategic plan and the annual development plan are all reviewed and updated annually.

## Goal 1

### Whāinga ko tahi

## High Quality Learning and Teaching

### Whakaako me te Akoranga

Postgate School will deliver a future focussed and holistic education that prepares our students well for their future. Our localised curriculum will maximise the learning potential of each student by providing personalised learning and is delivered using best practice and the best possible resources available to us. A Postgate education will help prepare our students to be lifelong learners.

WHAT WE WILL DO	ACTIONS
Encourage, inspire students and whanau in their learning	Learning conferences/conversations Whanau engagement APOP Hui's No Door Policy An Evening with Pio
Teacher as Inquiry	Based on student achievement, action best practice for our Below Postgate Expectation pupils
Aspiring Leaders Group - PLD	External facilitator to work with future school leaders
Students Voice Survey	Interview students from Year 4-8 to see what Postgate School is like for them
Well Being @ School Survey	All children in Years 5-8 to do the WB@S Survey
Ensure our school documents are living; adapt/change to better meet the needs of all our pupils	Regular review of our local school curriculum, Literacy/Numeracy/Student Inquiry Implementation Plans

Students know the learning taken place in the classroom	All pupils will have a learning goal for their reading, writing and maths
Year 4-8 BSLA	Better Start Literacy programme trial
Personalised Learning	All students to have goals for their Reading, Writing and Mathematics which relate to where their learning is at
MOE Year 7/8 Maths Trial	24 Year 7/8 students maths trial – Hybrid model
Increased opportunities for learning and leadership in Years 7/8	Waka ama Boxing Vivita Toa – Digi Tech





## Goal 2

### Whāinga e rua

## People

### He tangata

Postgate School recognises and acknowledges the critical impact whanau/aiga, and quality teachers/staff have on student achievement and development, both in and out of the classroom. Postgate will provide an environment for all where we all feel supported and are well resourced. As a society, we are in a period of consistent change and challenges in education.

WHAT WE WILL DO	ACTIONS
He aha te mea nui He tamariki, he tamariki, he tamariki	Ensure that children stay at the centre of all decisions made - budgets, curriculum
Sustain, grow and further encourage whanau partnerships	Transparent, regular communication Te Whanau Kaitiaki and Pasifika Advisory Group Early Reading Together Programme Merit Assemblies, school picnic
Connections with our local school community and local schools	Upgrade of school environment to invite school community in Community of Learning
Continue to develop the capabilities and leadership of our staff	Regular sharing meetings, PLD for staff, appraisal cycle
Focus on the well-being of students and staff	Mindfulness, emotional stress overload, work balance
Strive to continue to develop the all-around pupil	Postgate PRIDE, quality learning and teaching, Kapa Haka, Language Weeks, Music Bus, Sports coaches, extracurricular activities
Continue to give parents/caregivers the best possible start in schooling	Quality transition visits, Early Reading Together Programme,

	regular meetings with teachers/school
Clear Communication	School newsletter, syndicate newsletters, Curriculum newsletters, with HERO being the main communication for teachers



Goal 3  
Whāinga e toru

Sustainability  
Mahi ukauka

Ensure Postgate remains a flourishing school which meets the needs of the community it serves. To use sound environmental and community practices that will contribute towards a sustainable natural environment and society for future generations and actively contribute towards sustainable practices that impact our environmental footprint and local community.

WHAT WE WILL DO	ACTIONS
Continue to upgrade our school plant	Indoor/outdoor learning spaces Optimise building potential Solar panels
Continue to upgrade our school resources	Use of curriculum budgets; wants vs needs
Economic Sustainability	Continue to deliver an excellent educational offering that prepares our students for their futures <ul style="list-style-type: none"><li>• Sound stewardship of finances to minimize any future obstacles</li><li>• Continue to save for that ‘rainy day’ event</li><li>• Effectively manage our enrolment zone</li></ul>
Environmental Sustainability Develop Postgate’s environmental programme including recycling and incorporate the best technology and design in future builds to ensure we are environmentally sustainable	<ul style="list-style-type: none"><li>• Implement environmental features in all new buildings such as green walls, solar, effective insulation, building management systems etc</li><li>• Evaluate our waste management and recycling</li><li>• Ensure our curriculum enhances student awareness of key environmental issues</li></ul>

	<ul style="list-style-type: none"><li>• Create real learning opportunities for students via service engagement with our community to enhance our environment</li></ul>
Regular Self-Review	Annual Cycle of Self-Review Health Consultation 5 and 10 Year Property plans





## Goal 4

*Whāinga e whā*

## Te Ao Maori

### The Maori World

Postgate School acknowledges the Tiriti o Waitangi and views this partnership first and foremost between Māori and non-Māori; that New Zealand is first of all a bi-cultural country and after that we can work towards being a multi-cultural society.

To support and embed the growth of Te Reo Māori and Tikanga Māori at Postgate School.

At Postgate School we acknowledge New Zealand's cultural diversity and in doing so acknowledge the unique position of Māori as tangata whenua. Postgate School will provide opportunities that support its students in te reo and tikanga Māori.

WHAT WE WILL DO	ACTIONS
Connections with Ngati Toa; our local iwi	Continued communication with Ngati Toa Change the current Syndicate names – consult with Ngati Toa over appropriate names
Connect through our Local School Curriculum	Te Tai O Nga Tupuna as the base for our school curriculum Create a video series to increase understanding Aotearoa Histories Curriculum
Embed the growth of Te Reo and tikanga Māori	Use of our local school curriculum Use of school expertise
Ensure our students are able to live in a Te Ao Māori world	Te Reo, Tikanga, local curriculum, Kapa Haka, Māori Language Weeks, Mokotini,

Our Māori pupils will achieve at the same or better rates of other ethnicities at Postgate	Quality teaching and learning, Ka Hikitia, analysis of Māori student achievement - So what, So now what
Revamp of all things Maori at school	Ka Hikitia – Teacher as Inquiry, Maori Language Week, Matariki, Kapahaka, Te Tai on Nga Tupuna



Goal 5

Whāinga e rimu

Self-Review

Arotake

To sustain regular self-review

As a means of improving the quality of education provided by Postgate School, the Board of Trustees accepts responsibility for reviewing their own performance and that of teachers and students in the school. Our Self-Review will identify strategies for improvement and thereby ensure high quality learning and teaching and effective management, administration and governance take place at Postgate School.

WHAT WE WILL DO	ACTIONS
Ensure policies and procedures are up to date	Annual Cycle of Self-Review
Ensure best practice teaching is evident – What works, what doesn’t work? And Why?	Teacher as Inquiry Student achievement data Education Council Registration Appraisal Cycle Beginner Teacher Mentorship
Regular analysing of student achievement data and updated plans to address the data	Key achievement dates throughout the year
Deliver a quality product to our school community	Community survey, community consultation

