

**Charter 2017–2019**



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| **1. INTRODUCTORY SECTION** |

Waiau Area School is a decile 3 school, situated in the heart of the Tuatapere township. Tuatapere is a small rural town in Western Southland. It is located eight kilometres from the southern coast. The Waiau River flows through the town before reaching Te Waewae Bay, where it has its outflow into Foveaux Strait. Tuatapere has a population of approximately 550. The main local industries are forestry and farming.

Because of it's close proximity to Fiordland National Park and vast untouched wild areas Tuatapere is ideally placed on 'Natures Edge'. This makes it an ideal base for many wilderness activities.

Waiau Area School draws students from Tuatapere, Orepuki, Eastern Bush and the Ohai-Nightcaps district. 96 students currently attend Waiau Area School with 52 students in the Yr1-8 school and 44 students in the Yr 9-13 school; 25% are Maori and 10% are Asian students. Waiau Area School recognises the importance of valuing students from multicultural backgrounds. We are a school working towards integrating tikanga me nga te reo into the teaching and learning environment and in our school environment.

We offer a seamless education for students. Currently students can transition between primary and secondary school with minimal disruption. Having specialist secondary teachers onsite allows for specialized teaching opportunities and creates opportunities for students and teachers to build meaningful learning relationships. We pride ourselves on the small class sizes, rural setting and family atmosphere that Waiau Area School has to offer.

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| **Vision Statement** |
| To be recognised as a high achieving school characterised by its family atmosphere, is well-resourced and a supportive environment. A place where education is student-centred and connected to the parents, families, whanau and the wider community. |

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| **Values** |
| Positive behaviour for learning:   * Respect ourselves * Respect others * Respect our environment |

**CULTURAL DIVERSITY**

Waiau Area School Board will ensure that policies and practices are developed that reflect New Zealand’s cultural diversity and the unique position of Maori culture as appropriate *(Education Act s61 (3)(a))*. Waiau Area School and Board welcomes and caters for diversity and provides the appropriate learning environments for all students to achieve in an inclusive and supportive environment. All students will have the opportunity to acquire knowledge of Te Reo Maori and Tikanga at Waiau Area School and the school endeavours to address all parental requests regarding Te Reo Maori . The school will ensure this happens by:

* To develop relationships of care and connectedness with parents, whanau, and the wider community;
* Supporting Learners to be confident in their identity, language and culture;
* Identifying in culturally appropriate ways whakapapa linkages, past heritages points of engagement and other relationships that support engagement and learning;
* Providing professional development for staff in Tikanga Maori / Te Reo Maori as required;
* Working together in the pursuit of learner centred education goals;
* Providing opportunities through our Education Outside the Classroom programme for students to develop an appreciation and understanding of tikanga and te reo Maori;
* Ensuring distance learning opportunities and support are available to students wishing to study Tikanga and Te Reo Maori;
* Involving parents, whanau and local iwi in planning and delivering programmes of learning;
* Students having the opportunities to engage in cultural activities such as kapa haka and Nga Mana Korero;

The Waiau Area School curriculum acknowledges the principles of the Treaty of Waitangi and the bicultural foundations of Aotearoa New Zealand. It aims to implement programmes of learning that reflect and include reference to this as well as New Zealand’s cultural diversity. Through the delivery of the curriculum, the school will:

* Incorporate local and regional history;
* Observe occasions of national significance, eg: ANZAC Day and Maori Language Week;
* Give all students the opportunity to acquire knowledge of te reo Maori me ona tikanga.

The Board will look at implementing the ideas outlined in the Maori education strategy – *Ka Hikitia: Managing for Success* – that would assist in raising Maori student engagement and achievement and making connections with the child’s interests and building relationships with whanau support.

**CONSULTATION:**

* The Board of Trustees is committed to positive and on-going consultation with its community. It does this by:
* Fortnightly Newsletters to Parents.
* Facebook, website and texting.
* Parent information sessions.
* Parent teacher interviews to discuss student achievement.
* Reports to parents in relation to National Standards.
* Connecting with the school community members and groups.
* Consultation with Maori families.
* Board meeting summaries in the School Newsletters.

**PROCEDURAL INFORMATION**:

* Planning year: January - December
* Date for lodging Charter and Annual Plan to MOE: 1 March each year
* Date for lodging Analysis of Variance to MOE: 1 March each year
* Date for lodging of Annual report to MOE: 31 May each year

**SUPPORTING DOCUMENTATION FOR CORE SCHOOL BUSINESS:**

The following plans, policies and procedures ensure that the use of the resources at the school are optimised to support student progress and achievement:

* Board Policies & operational procedures;
* Reporting to the Board against Annual plan:
* NZ Curriculum assessment and planning;
* 3 year cyclical self review planning throughout the school, staff performance and development;
* Annual budget and monthly financial reporting to the Board ;
* Property planning -Ten year maintenance plan and five year property plans;
* Compliance with the Education Act 1989 and changes due 2017;
* Compliance with the National administration and Education guidelines;
* Legislation requirements;

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| **2. STRATEGIC SECTION 2017-2019** |

The Board has identified the following priorities and targets for the year in accordance with our three year strategy**. Our 2017 aims are:**

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| **Strategic Aim 1** |
| ***All students are able to access the NZ curriculum as evidenced by achievement in relation to National Standards***  ***Annual Objective:***   * To increase the number of students achieving at or above in relation to the National Standards for mathematics. (Year 1-8) * To increase the number of students achieving at or above in Year 9 and 10. * To improve the student behaviour and management of this throughout the school * To improve student attendance throughout the school |

***Baseline Data – February 2017***

* Analysis of school wide mathematics data identified concern in student achievement and engagement for Years 1-10 in relation to National Standards for Mathematics achievement. 55% of students (22/49) in Year 1-6 are at or above and 38% of students (14/27) are at or above in Year 7-10.
* There is no significant difference between NZM and NZE students achievement.
* There is a need to teach number strategies and use math equipment to support our children’s development.
* The implementation of ALiM 2 will occur during Term 2&3. Three teachers will be involved in this with the support from the principal.
* 100 hours PLD have been allocated to 2017/18 – Averil Lee will be the maths advisor/mentor.

**Targets - Maths:**

* ALiM target groups - 12 students in Years 5-8 will be working at their expected level in relation to National Standards by the end of the year.
* 78% of students in Year 1-6 will be at or above in relation to their National Standard.
* 22% of students in Year 1-6 will have moved at least one strategy stage in JAM or Gloss.
* 89% of students in Year 7-10 will be at or above in relation to their National Standards and the use of E-AsTTle and applying teachers OTJ.
* 11% of students in Year 7-10 will have evidence of improvement using E-AsTTle and other assessment tools applying teachers OTJ.
* 100% of our Year 11-14 students will pass NCEA Level 1, 2 or 3 achievement standards over a two year period.

**Attendance – by the end of Term Two – then re-assessed for the second half of the year:**

* The goal is to have no students coming in late to school.
* The goal is to have at least half the school with an attendance rate of 100% for Term 2.

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| **2017** | **2018** | **2019** |
| * Understanding how well students are achieving in relation to National standards, national norms and benchmarks, and what is the evidence for this. * Understanding how engaged students are in their learning. * Establishing high expectations for student learning and achievement and teachers as professionals. * School behaviour guidelines are explicit and are applied consistently by teachers and students. * Establishing effective processes around analysis of quality student achievement data at all Year levels. * Ensuring learning programmes have appropriate sequences and coherent progressions over the class and Year levels. * On-going review and follow up of expectations and systems and procedures implemented. | * Consolidating effective processes around analysis of student achievement. * Implementing identified areas for improvement as a result of effective self review, specifically with Literacy. * Consolidate and reflect on actions to improve effectiveness of student support programmes. * Teacher Appraisal is effectively used to identify and address areas for improvement in relation to quality teaching. * Continue to implement PB4L school wide. Start Tier II process. | * Review processes around analysis of student achievement. * Implementing identified areas for improvement as a result of effective self review, specifically with Mathematics. * Review student support programme and provisions. Teachers inquiry goals liked to improvement actions and student learning. * Review Teacher Appraisal process. * Review PB4L programme for effectiveness. |

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| **Strategic Aim 2** |
| ***To have effective stewardship and leadership that focuses the school culture on enhancing learning and teaching.***   * Collaboratively develop and pursue the schools vision, goals and targets to improve student outcomes. * Develop and use management systems and procedures to support and enhance student learning * Promote and participate in professional learning and development. * Build collective capacity to do evaluation and inquiry for sustained improvement. |

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| **2017** | **2018** | **2019** |
| * The Board and Principal work collaboratively to implement change management practices with a clear plan in place. * The Board ensures a robust Principal appraisal process linking to strategic goals and appropriate professional learning and development opportunities. * The Board scrutinises the effectiveness of the school in achieving valued student outcomes * Trustees access a range of quality student data and evaluative information to understand what is working well and why, and why not and why and next steps. * Practices in the school are aligned with Board policies and procedures. * Trustees access training and support to increase their awareness and understanding of school governance and best practice. * The board and Principal work with specialist advisors to ensure the long term success of the school. | * Principal Appraisal is robust and aligned to Professional Standards and school strategic goals. Focused on improvement. * Continue to ensure effective tools and systems are used to gather, collate and analyse student achievement information for improving teaching and learning. * Continue focus on quality reporting on student progress and achievement. * Trustees are highly interested in and use reliable progress and achievement data to identify needs, trends and patterns to inform decisions for future planning. * Review and adapt if necessary the school self-review process ensuring effective use of documentation, in alignment with the Charter and curriculum programmes. * The Board makes appropriate decisions to allocate resources based on assessment and other data to meet needs and priorities. * Trustees continue to access training and support to increase their knowledge and understanding of governance and best practice. | * Review Principal appraisal procedures. * Continue to review reporting procedures alongside Principal analysis and recommendations. * Continue to review the school self-review process. * Analyse and address trends and patterns developed. |

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| **Strategic Aim 3** |
| ***To establish educationally powerful connections and relationships with parents, whanau and the wider community.***   * A range of appropriate and effective communication strategies is used to engage parents, whanau and community. * Parents, whanau and caregivers are welcomed and involved in school activities as respected and valued partners in learning. * Parents, whanau and teachers work together with students to identify their strengths and learning needs, set goals and strategies to achieve. |

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| **2017** | **2018** | **2019** |
| * Work with the school community to establish a compelling vision. * Build relationships with parents/whanau/caregivers that focus on teaching and learning. * Focus on improving home-school partnerships to support student achievement. * Develop and implement a range of strategies to promote the school and develop a positive relationship with the community. | * Review the Charter to take into account the decision by the BOT in terms of WAS future. * Continue to be innovative with communication and consultation with parents, students and the school community; with a focus of families being aware and understanding of their child achievement. * Use parent and community feedback to review community relations. * Review processes and plans for consultation with students, parents, whanau, and the community to ensure effective engagement. | * Continue to refine and develop Charter needs for the school in 2018. * Review effectiveness of communication and consultation with parents, students and the school community. * Be persistent in finding ways to involve parents to support student learning and engagement. |

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| **3. ANNUAL SECTION** |

**Strategic Aim 1 - Student Achievement**

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| **Actions to achieve** | **Led by who** | **When** | **Indicators of progress** |
| Review mathematics assessment information with staff. | Principal/Sue | Term 1 | Staff have identified required changes |
| Review assessment data with staff and determine the particular needs of target students. | Principal/mgmt. team | Term 3 & 4 | Baseline data is useful and forms basis for robust reporting to the board |
| Fortnightly monitoring meetings to discuss progress of target students. | Maths leader | On going | Impact of teaching strategies are understood and appropriated gains in achievement levels |
| Professional development in maths pedagogy aligned to staff appraisal. Participate in ALim | Principal | Term 1 | Improved teacher practise is having a positive impact on student outcomes |
| The maths advisor to provide in class support to work with all year 1-8 teachers. | Principal/Sue | Term 2 | 12 students on 12 week programme make accelerated progress and achievement in mathematics |
| Whole school meeting to understand behaviour issues and brainstorm a collaborative approach that is clear that all staff and students understand | Principal | Term 1 | Student behaviour incidents are managed effectively, and promptly. Embed PB4L expectations into everyday school practice. Consequences are clear and staff students and parents are aware of school wide behavioural expectations |
| All student behaviour & attendance recorded on edge PB4L for all students | Richard | Ongoing | Causes are identified and addressed and improved student behaviour and attendance is achieved |
| First 15 mins of weekly staff meetings are about student behaviour and management of this | Principal | ongoing | Student behaviours is priority for the school are managed consistently to ensure maximum learning opportunities in the classroom |
| Reports of student gotchas every 2-3 weeks to celebrate behaviour of all students. | Richard | ongoing | All student behaviour is monitored and aligned to PB4L strategies and operating effectively within the school |
| Staff to change language and dialogue with students and all staff to be consistent in management of behaviour. | Principal/DP | ongoing | Whole school approach to positive behaviour for learning and effective communication is evident throughout the school |
| Set up a system and process for tracking and monitoring the progress for priority students at regular intervals | Senco leader | End of each term. | Support programmes are analysed to ensure effectiveness and appropriate gains are evident for students |
| Use of PACT tool to support OTJ moderation & discussion | Mgmt | Term 3 & 4 | Robust analysis of student progress and achievement and consistent approach across the school |
| Develop a system that ensures teaching teams meet at least twice a term to discuss the progress and achievement of learning needs of Year 9 and 10 students | Principal/DP | Each term | Teachers are meeting regularly to discuss the progress and achievement of students. Results used to inform next steps for teaching and learning |
| Work with the SAF advisor and specialist advisor in relation to priority areas | Principal/SAF/Specialist advisor | Ongoing | Robust plans in place that manageable and achievable, the principal and the board are supported, targeted actions and strategies are frequently monitored to ensure progress |

**Strategic Aim 2 - Leadership**

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| **Actions to achieve targets** | **Led by who** | **When** | **Indicators of progress** |
| Update and ensure staff understand roles and responsibilities | Principal/DP | Term 1 & 2 | Staff have a clear understanding of their roles and responsibilities throughout the school for effective day to day running of the school |
| Ensure trustees are clear on roles and responsibilities | Board chair | Term 1 & 2 | Trustees have a clear understanding of their roles and responsibilities - governance |
| Clear goals and priority areas are identified for teaching and learning | Board/Principal | Term 1 & 2 | Professional leaders articulate high expectations for student learning and achievement and for teachers as professionals. |
| Principal reports are informative and clear, linked to priority areas/Charter | Board Chair/Principal | Ongoing | The board receive robust reporting and have a clear understanding of what is going well or not so well and what the next steps are, including compliance reporting on agreed templates |
| External Principal Appraiser is appointed to work with the board to appraise the Principal and undertake a self review and evaluation process against the agreed objectives in relation to the PRA | Board chair/Specialist Advisor | Term 2 | The board effectively manage the annual performance of the Principal linking the schools strategic direction, goals priorities and targets and appropriate professional learning and development opportunities is provided to the Principal. |
| Self review and internal evaluation processes are implemented within the school | Principal/Mgmt/  Board | Ongoing | The school and board have an ongoing cycle of robust self review that identifies priorities for improvement develops and implements plans, monitors progress and evaluates effectiveness. |
| Management to develop a system for staff to record student achievement data in relation to National standards & NZC | Principal | Term 1 | All Staff have a clear understanding and utilise the system to collate student achievement data and for Management to be able to use for analysis, monitoring and reporting to the board |
| Meetings with staff in relation to best practice for OTJ and moderation practices. | Principal/DP |  | Assessment information is valid and reliable and gathered from a variety of sources |
| Coherent performance management processes to enable identification of teachers professional learning and development needs. | Principal/DP | Term 1&2 | The performance appraisal system is effectively used to identify and address ongoing improvement of the quality of teaching through personal development goals specifically linked to the schools strategic plan. |
| Process put in place for teachers to reflect on and improve practice | Management | Ongoing | Reflective practices are seen as having a positive impact on student outcomes |
| Regular walk through Classrooms to support effective teaching and learning | Principal/DP | Ongoing | Create opportunities with teachers for feedback and quality conversations in relation to effective teaching and learning |
| Attend Western Cluster meetings to share resources & PLD | Principal | Each term | Improved relationships with neighbouring schools and attendance of PLD |
| Management units reviewed and allocated | Principal | Term 1 | A fair and robust process for allocation of management units with clear job descriptions and responsibilities |
| Collaboration of Primary and secondary teaching and student support | Principal & mgmt team | Term 1 & 2 | Teachers work together effectively across the whole school to improve student outcomes in relation to the NZC |
| Trustees and Principal participate in NZSTA training workshops | Board Chair | Ongoing | Trustees and Principal access training and support to increase awareness of and understandings of good governance |
| Decision making is well informed, and researched including consultation with special advisor ensuring student focused | Board Chair/Principal | Ongoing | Board meetings run effectively and decisions are well informed and aligned to policies and procedures |

**Strategic Aim 3 - Community**

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| **Actions to achieve targets** | **Led by who** | **When** | **Indicators of progress** |
| Work with parents/caregivers and whanau around ways to support students learning. | Principal/staff | Term 2&3 | Parents/caregivers are confident in supporting student learning |
| Seek out the perspectives and aspirations of students, parents and whanau and incorporate then in the school vision values and goals. | Principal/Board | Term 2 & 3 | Information from students, parents, whanau is systematically gathered and used to develop the school vision and goals |
| Engage with Maori Community | Principal/Trustee | Ongoing | Maori parents feel the school values then as Maori and that the school is committed to improving the achievement of Maori students |
| Reporting to parents for the year is reviewed and updated | Principal/mgmt. team | Term 1 | Reports are timely and meaningful for parents that can clearly understand next steps for learning |
| Homework is given to students to support learning and understanding from lessons already held | Mgmt | Ongoing | Homework is carefully designed to promote purposeful interactions between parent and students and aligned to classroom work with teachers providing timely descriptive oral or written feedback. |
| Hold parent focus groups and new entrant meetings with parents | Mgmt | Ongoing | Parents are welcome and actively participate in the school in a variety of ways |
| Well run community consultation and meetings in relation to the future of WAS | Principal/Board | Ongoing | Various strategies are used to seek community views and encourage parents to enrol students and engage in supporting improved student outcomes |

**CHARTER**

The Charter will now be sent to the Ministry of Education, Invercargill under the subject heading: 0402 Waiau Area School Charter.

**REPORTING**

In May 2018, the Board will report back to the community on how they have met the targets set.

**OVERALL / SELF REVIEW / AOV – TARGETS**

It is acknowledged there needs to be a robust and realistic self review process when reporting progress against the goals during the year. Our targets in maths are based on initial 2017 data, taking into consideration 2016 end of year NS data - further work needs to be done on the ‘actions’ around meeting these targets.

With so many school-wide and leadership changes there needs to be a lot of work and time spent on fine tuning systems, consistency with organisation & structure, having defined job descriptions and PLD/collaboration around effective teaching and learning. This is a priority.