



WAIAU AREA SCHOOL
Year 1-13 Education

Live to LEARN, LEARN to Live

**Charter
2013-2015**

January 2013

1. Introductory Section

Waiau Area School is a Year 1 to 13 co-educational, composite Area School located in Western Southland; 81km west of Invercargill. It is the only Area School in the Southland Region.

Tuatapere Community College was formed as a result of an EDI in 2002. The merger was between Waiau College and Tuatapere Primary School. The combining of schools generated resources that guaranteed the continued education for the Tuatapere community. In 2012, following extensive community consultation, the school was renamed Waiau Area School.

A decile 5 school, Waiau Area School draws students from Tuatapere, Orepuki, Eastern Bush and the Ohai / Nightcaps district. 124 students attend Waiau Area School; with 53 students in the Y1-6 school and 71 students in the Y7-13 school. 19% of students are Maori. Waiau Area School recognises the importance of valuing students from multi-cultural 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. Students can transition between primary and secondary school with minimal disruption. Having specialist teachers onsite aides in specialised teaching opportunities and allows opportunities for students and teachers to build life-long learning relationships. We pride ourselves in the small class sizes, rural setting and family atmosphere that Waiau Area School has to offer.

Waiau Area School is undergoing change. This change will determine the expectation of high quality learning opportunities and successful outcomes for all students. We hope to maximise our ICT accessibility, distance learning opportunities and open Waiau Area School to the world.

We celebrate the inclusion of all key stakeholders: students, staff, community, local iwi, board of trustees, to create the new and exciting future for Waiau Area School. We acknowledge benefits of forming a positive working relationship with local iwi and the commitment we need to make to the principles of the Treaty of Waitangi.

Vision Statement

To be recognised as a high achieving school which is characterised by its happy atmosphere, good resources and supportive environment. A place where education is student-centered and where the community is involved in all its activities.

Mission Statement

Our mission is to provide a wide-range of learning opportunities within the school, our community and our local environment.

Values Statement

At Waiau Area School we value a positive attitude, the ability of people to be encouraging of our students and staff, the need for consultation within the school and the community and the effort and success that comes from hard work.

2. Te Ao Māori

Waiau Area School will ensure that policies and practices are developed that reflect New Zealand's cultural diversity and the unique position of the Māori culture as appropriate.

All students have the opportunity to acquire knowledge of te reo Māori and tikanga at Waiau Area School. The school will ensure this happens by:

- Consulting with the community when appropriate
- Providing professional development for staff in tikanga Māori / te Reo Māori as required and encouraging individual staff members to undertake personal professional development in tikanga / te reo Māori
- Encouraging teachers to use simple Māori instructions and commendations in classroom as and when appropriate
- Providing opportunities through our Education Outside the Classroom programme for students to develop an appreciation and understanding of tikanga and te reo Māori.
- Ensuring distance learning opportunities and support are available to students wishing to study tikanga and te reo Māori
- Involving local iwi in planning and delivering programmes of learning
- Encouraging students to perform our local haka and waiata as and when appropriate.

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, Māori Language Week
- Use Māori contexts where possible across the curriculum and especially in English, Mathematics, Social Sciences, Science, Health and Physical Education.

3. Meeting General Government Policy Objectives for Schools

In setting the aims, directions, objectives, priorities and targets for the school, we will meet the requirements of the National Education Guidelines. These include the National Education Goals, National Curriculum Policy Statements, National Curriculum Statements and National Standards.

The school and board's capability, resources, assets, and liabilities will be managed through the setting of aims, directions, objectives, priorities and targets. In so doing those involved in the governance of Waiau Area School will:

- Act as a good employer to teaching and support staff
- Prepare a budget to monitor and control school expenditure
- Where possible allocate funds to meet the schools priorities for enhancing student achievement
- Implement the 10 year property plan and 5 year agreements in order to provide a safe, healthy and positive learning environment.

4. Strategic Section

Waiau Area School Strategic Aims 2013 - 2015

The four aims below were developed during a strategic planning process led by the Commissioner during 2012. Specifically, consultation took place with:

- Staff - through a facilitated session and a separate confidential survey in November 2012
- Parents and caregivers - at Prizegiving in December 2012
- Senior Leadership Team - in November 2012

From this process, the aims are:

- **To value student achievement and success**
- **To deliver educational programmes that are student-centered**
- **To engage all students in learning**
- **To use local resources and the local environment as a focus for learning.**

Where possible, the achievement of these aims will drive the Board's decision making processes with respect to staffing, finance, general fixed assets and property. For the period 2013-2015 this will be achieved by:

- Staffing - provision of staff to assist with the agriculture programme, STAR and Gateway programmes
- Finances - support for strong IT provision, consumables for curriculum delivery, professional development for staff
- Fixed Assets - support for modern IT provision, capital items for teaching
- Property - through the 5YA process - completion of the refurbishment project for the technology block, provision of a heating upgrade.

Aim	2013	2014	2015
1. To value student achievement and success	<p>Strategies to promote academic success, including the importance of achievement in National Standards testing and performance in NCEA at Merit/ Excellence level, will be developed and implemented.</p> <p>Appropriate PD will be provided for staff.</p> <p>A process for the development of individual learning plans, will be developed and implemented.</p> <p>Consultation with Māori and Pasifika communities will be held to understand the context and needs of these groups with regard to promoting academic success.</p>	<p>Strategies that promote academic success developed in 2013 will be reviewed, and revisions made to practice where necessary.</p> <p>Progress in student achievement for 2013 will be reviewed and documented.</p> <p>Appropriate PD will continue to be provided for staff.</p> <p>The use of individual learning plans in 2013 will be reviewed, and revisions made to practice where necessary.</p> <p>A review will be carried out to determine key factors that lead to academic success.</p>	<p>Progress during 2013 and 2014 in the promotion of academic success will be reviewed and documented.</p> <p>Appropriate PD will continue to be provided.</p>

Aim	2013	2014	2015
2. To deliver educational programmes that are student-centered	<p>All staff will work together to identify ways in which student-centered learning can be delivered. A list of key methods will be developed.</p> <p>Appropriate PD will be provided for staff.</p> <p>Trials of some of the key methods will take place.</p>	<p>A review will be carried out of the trials of 2013 and a plan put in place for the long-term delivery of student-centered learning.</p> <p>Further trials aimed at the delivery of student-centered learning will take place.</p> <p>Appropriate PD will continue to be provided for staff.</p>	<p>Based on the experiences of 2013 and 2014, the provision of student-centered learning and the impact of this on student achievement will be reviewed by an external assessor.</p> <p>Appropriate PD will continue to be provided for staff.</p>
3. To engage all students in learning	<p>The Senior Leadership Team will, with staff, investigate and report on ways of engaging students who are at risk of not achieving as a result of not maintaining participation in mainstream education. The focus will be on those students less academically inclined and a section of boys in years 9 to 13.</p> <p>Initiatives such as the Agriculture programme and a form of virtual school will be trialled.</p> <p>Gateway and STAR programmes will continue to be run.</p>	<p>Based on the report and trials of 2013, and specific information about identified students, programmes to ensure the engagement of all students will be developed.</p> <p>Some elements of this programme will be initiated.</p> <p>A further report on progress will be produced.</p>	<p>It is expected that appropriate programmes will operate, evaluations will be carried out and a report on progress presented.</p>

Aim	2013	2014	2015
4. To use local resources and the local environment as a focus for learning	<p>Staff will be encouraged to identify ways in which local resources and the local environment can be used in their teaching.</p> <p>Where possible, staff will trial some aspect of this in their teaching.</p>	<p>Staff will document the use of local resources and local environment in their teaching, identifying successes and any barriers to delivery.</p> <p>Where possible, all staff will implement some aspect of the use of local resources and environment in their teaching.</p>	<p>A review of progress during 2013 and 2014 will be made. This will include obtaining feedback from students, parents and the community.</p> <p>Results of the feedback will be implemented in learning programmes.</p>

5. Annual Section

2013 - 2015 Strategic Aims:

1. To value student achievement and success
2. To deliver educational programmes that are student-centered
3. To engage all students in learning
4. To use local resources and the local environment as a focus for learning

2013 Annual Aims:

1. To increase the number of students achieving at or above the National Standard for writing.
2. To increase the number of students achieving at or above the National Standard for mathematics.
3. To increase the number of students achieving a NCEA qualification.

2013 Use of Resources

During 2013, Waiau Area School will use its resources to progress its strategic and annual aims in the following ways:

- Staffing - resourcing will be provided to ensure that staff can assist with the agriculture, STAR and Gateway programmes. This resourcing will directly affect Strategic Aims 2 (Student-centered education), 3 (Engage all students) and 4 (Use of local resources and environment), as well as Annual Aim 3 (increase the number of students achieving an NCEA qualification). Teacher aides will also be provided for 25 hours per week..
- Finances - although the school is not in a strong financial position, a budget for 2013 has been set that provides funding for:
 - the staffing resources discussed above
 - considerable professional development for staff to support strategic aims 1 (Value student achievement) and 2 (Student-centered education), as well as the annual aims
 - support for Information Technology (IT) provision
 - capital expenditure for subject areas and for IT provision.
- Property - this current year should see substantial progress being made on the upgrades of the Technology Block, school heating system and B Block Modernisation. These projects are listed in the 2011-2015 5YA and the 10YPP. The Technology Block upgrade particularly assists with Strategic Aims 2 (Student-centered education) and 3 (Engage all students), as well as Annual Aim 3 (increase the number of students achieving an NCEA qualification).

Annual Aim 1

To increase the number of students achieving at or above the National Standards for writing

Baseline data

School wide writing data in December 2012 showed 66% of all students were “at” or “above” the National Standard for writing.

Analysis of the data identified some concerns with the achievement of boys with 51.5% of boys meeting National Standard for writing (compared with 76% of girls). Further analysis showed that 58% of Year 5 boys and 60% of Year 7 boys were below the National Standards for writing. Maori students performed at a significantly lower level than non-Maori students, with 64% performing below the National Standard (compared to 30% for non-Maori).

Our Year 1-8 teachers reflected on the fact that boys in their classes lacked motivation and effort for writing. A barrier seems to be surface features like spelling and punctuation. When they hit a barrier they would struggle to continue with the idea, resulting in short and ineffective writing.

We have had, and continue to have, the support of Consortium for Professional Learning (CPL) around writing and e-asTTle. We hope that this will continue to build strategies to help all of our students focus on developing ideas in their writing. In conjunction we also need to focus on linking their reading to their writing, to help with idea generation.

Targets:

- 1.1. Year 5 boys identified as “below” or “well below” the national standard for writing in 2012 (4) will have made more than one year’s progress to be “at” or “above” the national standard for writing.*
- 1.2. Year 7 boys identified as “below” or “well below” the national standard for writing in 2012 (3) will have made more than one year’s progress to be “at” or “above” the national standard for writing.*
- 1.3. Maori identified as “below” or “well below” the national standard for writing in 2012 (7) will have made more than one year’s progress to be “at” or “above” the national standard for writing.*

Actions to achieve targets	Led by	Budget	Timeframe
Analyse December 2012 achievement data to inform progress and planning for 2013	Senior Leadership Team		January 2013
Monitoring meetings every 4 weeks to discuss progress of target group	Year 1-8 teachers / Assistant Principal		On-going throughout year
Interview target groups to identify writing genre preferences	Assistant Principal		Term 1
Review start of year e-asTTle (2012) achievement data to identify Maori, Year 5 and 7 target group needs priorities	Year 1-8 teachers / Assistant Principal		Term 1
Year 1-10 teachers to work with CPL provider on writing exemplars and moderation practice	Principal / Assistant Principal / CPL	CPL	On-going throughout year
Trial silent writing initiatives in Rooms 3 and 4 to promote writing habits	Assistant Principal / Jaime Dickson		Term 2 onwards
Celebrate writing in school newsletters	HoD English		On-going throughout year
Analyse December 2013 achievement data to inform progress and planning for 2014	Senior Leadership Team		December 2013
Workshops with parents and families about writing - at school and at home	Assistant Principal	\$50	Term 2
Purchase of writing resources for Y1-8 teachers	Principal / Assistant Principal	\$500	Term 1

Annual Aim 2

To increase the number of students achieving at or above the National Standards for mathematics

Baseline data

School wide mathematics data in December 2012 showed 64% of all students were at or above the National Standard for mathematics.

Analysis of the data identified concerns with the achievement of Year 3, 7 and 8 students with 60%, 55% and 58% below or well below the National Standard for mathematics.

60% of Year 6 girls, Year 7 boys and Year 8 boys were below the National Standard for mathematics.

The Maths Curriculum review for Y1-6 highlighted the need for the school to invest in more resources for number knowledge and strategies. Staff feel that this coupled with suitable professional development would improve student achievement. There was also a need to update the junior maths scheme to reflect the national standards and the NZ curriculum as the scheme still reflects the requirements of the “old” NZ curriculum. Staff also suggested that they need to meet regularly and discuss what’s working well in their classes, talk about identified students (target groups), and share information about student achievement (particularly as the some of the students are cross grouped).

Target:

2.1. *Year 3, 7 and 8 students “below” or “well below” the standard in 2012 will have made more than one year’s progress and will be “at” or “above” the national standard for mathematics.*

Actions to achieve targets	Led by	Budget	Timeframe
Analyse December 2012 achievement data to inform progress and planning for 2013	Senior Leadership Team		January 2013
Interview target groups to identify what they like and dislike about maths	Assistant Principal		Term 1
Review of equipment and resources to effectively meet mathematics needs	HoD Maths	\$500	Term 1
Monitoring meetings every three weeks to discuss progress of target group – selected students	Assistant Principal / Y1-8 teachers		On-going throughout year
All teachers participate in mathematics professional learning and development focus - 2013	Principal	\$1,000	From Term 2
Y1-8 staff to attend numeracy workshops run by the University of Otago	Principal / Assistant Principal	\$2000 / release	On-going throughout year
Meet with parents, whanau of target group students around ways to support students' learning – number strategies focus / basic facts	Assistant Principal	\$100	On-going throughout year
Develop integrated mathematics units that foster application of number strategies and authentic problem solving	HoD Maths / Assistant Principal		On-going throughout year
Analyse December 2013 achievement data to inform progress and planning for 2014	Senior Leadership Team		December 2013
e-asTTle data analysed and compared with PAT maths test. Strengths and weaknesses identified. Achievement of target groups specifically discussed	Principal / Assistant Principal / HoD Maths		Term 2 and Term 4

Annual Aim 3

To increase the number of students achieving a NCEA qualification

Baseline data

The NCEA data from 2012 shows that 33% of Year 11 students achieved Level 1; 40% of Year 12 students achieved Level 2 and 100% of Year 13 students (that is students with sufficient credits to achieve Level 3) achieved Level 3. 52% of Year 11-13 students achieved the qualification goal they set at the beginning of the year. 41% of students achieved the Level 1, 2 or 3 in the “normal year” that this is achieved (Year 11, 12, or 13 respectively). 50% of boys achieved their qualification goal; 55% of girls achieved their qualifications goal. 37.5% of Maori students achieved their qualification goal.

There are several critical areas for us to focus on. With the exception of Level 3 (this group contained only 2 students – both of whom achieved), all students performed significantly worse than their national counterparts. All identified groups need to achieve at a higher level. Of particular concern was how many students at Year 11 were within 5 credits of achieving their qualification. It would appear that our desire to move students to more academic NCEA courses failed to improve student achievement.

Also of concern was the failure of our student management system to accurately maintain entered student achievement data. This led to several students being entered into standards that they never sat, and further distorted our data.

For 2013 we will continue to work with students sitting NCEA to set an individual qualification goal with their parents and teachers. This goal is the school's most important measure for achievement. In 2013 we expect all of our Year 11 and all but one of our Year 12 students to all set a qualification goal of achieving their NCEA Level 1 or NCEA Level 2 certificate respectively. Our Year 13 students will set a goal of either NCEA Level 3 and/or University Entrance (UE) and/or NCEA Level 2, depending upon their personal aspirations. As a result the important measurement of success will be student participation in Level 2, Level 3 and UE, rather than simply Year 13 students against NCEA Level 3 certificate.

Targets:

- 3.1. At least 14 of 17 Year 11 and 12 students with a NCEA Level 1 Certificate qualification goal, will achieve their NCEA Level 1 Certificate*
- 3.2. At least 7 of 8 Year 12 and 13 students with a NCEA Level 2 Certificate qualification goal, will achieve their NCEA Level 2 Certificate*
- 3.3. At least 6 of 7 Year 13 students sitting NCEA Level 3 Certificate will achieve their NCEA Level 3 Certificate*

Actions to achieve targets	Led by	Budget	Timeframe
Set NCEA qualification goal prior to start of year for all Y11-13 students	Deputy Principal / Y11-13 Homeroom teachers		Week 1 Term 1
Monitor Y11-13 student progress through fortnightly meetings with homeroom teachers	Homeroom teachers	Staffing	On-going throughout year (fortnightly tracking progress)
More emphasis on attainment of certificates given at NCEA meetings.	Principal's Nominee (PN)		Monthly from April
Develop and document a process to alert parents to students at risk of not achieving	Senior Leadership Team / PN		Term 2, Term 3
All staff to continue developing a professional subject network to ensure standards are being appropriately delivered and accurately assessed	Principal / PN	Release of staff	On-going throughout year
Promote NCEA in newsletters and information evenings to parents.	Principal / PN		Term 1 and then on-going throughout year
HoDs to identify students at risk of not achieving and discuss them at monthly meetings	HoDs		On-going throughout year
Emphasis on accurately recording student standards and accurately entering student standards to NZQA	Principal's Nominee		From April
Ensure that Correspondence School student achievement and progress is tracked	Y13 Homeroom teacher	6 hours release	Fortnightly meetings with students
To celebrate successes in NCEA in the newsletter, at school assembly and to parents	HoDs / Principal		On-going throughout year