

Maruia School

MOE Number 3204

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Raise Achievement – Value Excellence



**Maruia School
2016 Charter
3204**

Contents

Introduction

- School Context
- Maruia School's Vision
- Procedural Information and National Standards
- National Priorities
- Recognising New Zealand's Cultural Diversity
- Charter Consultation

Strategic Planning

- Strategic Planning – Goals
- Supporting Documentation

Annual Planning

- Annual Plan (Includes Board of Trustees Meetings & Strategic Items)
- 2015 Annual Student Achievement Targets

Maruia School



Raise Achievement – Value Excellence

Context

Children at Maruia School learn together in a supportive multi-level environment where respect and excellence are nurtured and highly valued. The children support each other's learning through student lead learning groups, with an emphasis on growing leadership, mentoring and caring for each other socially, emotionally, culturally and academically. This is all underpinned by our “3 R's” – Respect for Self, Respect for Others, Responsibility for all our actions.

Learning takes place within two classrooms, supported by withdrawal of groups and individuals. A personalised learning programme, designed to meet her or his learning needs, is developed with each child.

Our school is well resourced with several learning spaces, a range of equipment and well-maintained grounds. Every child has access to digital learning support through high-speed internet access, iPads or laptops.

The school is in an isolated, mainly dairying community. Most children are from dairy farming families. There is a history of fluctuating rolls as families move between farms for employment. The roll has fluctuated between 17 and 24 during the last twelve months, with a closing roll of 22 for 2015. We have a Ministry of Education funded bus service and all children currently use that service.

We are supported by our community and parents take an active role in their children's learning where and as they can. With most families having both parents working long hours this can be challenging. The PTA work hard to raise a significant level of funds.

There is a history of significant staffing and student roll changes however the last five years have seen a focus on providing a settled secure learning environment supported by consistent, effective governance and management systems. Just over half of the current children began their schooling at Maruia, the majority of these in their first or second year at school. Often those coming from other schools have significant learning needs, a key reason for the Board providing additional staffing in 2011 through to 2016. Staff members continue to focus on developing a supportive learning environment that actively engages all children in meaningful and appropriate learning. This has resulted in significant lifts in achievement for children however an ongoing and effective response to these challenges will remain a focus during the term of our current charter.

Maruia School Vision

Raise Achievement, Value Excellence

To recognise every child as unique, each having their own special set of talents, world-view and style of learning, to enable each to discover and develop those talents, to think clearly and capably in order that they may confidently make a worthwhile and lasting contribution to their world.

LEARNERS AS COMMUNICATORS

The Basic skills

Literacy

All children will be capable confident communicators, able to communicate above the national standards

Numeracy

All children will be using maths at levels above the national standards.

Great learners use words and numbers confidently and effectively

LEARNERS AS THINKERS & CONTRIBUTORS

Connecting thinking and learning to lifelong community contribution

All children will be supported in becoming learners who are inclusive confident creative thinkers, capable of making a worthwhile and lasting contribution to their world.

Great learners are thoughtful, curious, imaginative and creative, always ready to contribute to their community

LEARNERS AS SELF AWARE PARTNERS

Self-aware learners contributing together to the development of learning

All children will be active, engaged, informed and confident partners/participants in their own learning and the learning of others, proud of, and secure in, their unique identity

Great learners know what they are learning, why they are learning, love to learn new things and help others with their learning

LEARNERS AS HEALTHY PEOPLE

Connecting Hauora (Well-Being) with fully engaged effective learning

All children will be supported in being emotionally, physically, mentally and spiritually healthy at all times

Great learners are happy, healthy and caring

LEARNERS AS PARTNERS IN EXCELLENCE

Excellence underpins a process where children, families, communities and teachers learn together

All involved in a child's learning, including the child, will always aspire to doing their best
Great learners always do their best and are supported in their learning by others around them

From our five streams of learning flows the confidence and ability for every child to experience success and make a worthwhile and lasting contribution to their world.

Give our children the tools and they will change the way the world learns and lives

National Priorities

Maruia School will determine its priorities by focusing on national priorities and identifying local priorities. National priorities are currently determined to be:

- ★ *National Standards are used effectively to support improvement in student outcomes*
- ★ *Students have ownership of their learning and know what to do to achieve National Standards*
- ★ *Providing a safe physical and emotional environment for students.*
- ★ *Providing opportunity for success in all the essential learning areas and core competencies of the New Zealand Curriculum.*
- ★ *Improving Numeracy and Literacy, especially in Years 1-4*
- ★ *Developing a range of assessment and evidence gathering practices that provide sufficiently comprehensive data to evaluate the progress and achievement of students.*
- ★ *Developing and implementing teaching and learning programmes aimed at improving outcomes for students who are not achieving or who have special needs*
- ★ *Improving the achievement of Maori students.*
- ★ *Reporting to students and parents on achievement of individual students and to the community on achievement of students as a whole and groups of students twice a year against the National Standards.*

Local priorities will be identified through

- ★ *The school's programme of review*
- ★ *Board of Trustees reflection*
- ★ *Staff reflection and professional knowledge*
- ★ *Analysis of the school's assessment data*
- ★ *Community consultation.*

In meeting the national priorities and local priorities, the school undertakes to work within the National Administration Guidelines framework.

RECOGNISING NEW ZEALAND'S CULTURAL DIVERSITY

Maruia School, as appropriate to its community, has developed, and will continue to develop, procedures and practices that reflect New Zealand's cultural diversity and the unique position of Māori culture.

In recognising the unique position of the Māori culture Maruia School will take all reasonable steps to provide instruction in Tikanga (Māori culture) and Te Reo Maori (Māori language) for students whose parents request it. The school currently has three Maori whanau with all students experiencing elements of Te Reo and Tikanga on a daily basis.

Understanding the multi-cultural make up of New Zealand's society is essential for its future community members. Learning experiences enriching our students' knowledge of other cultures will be a feature of the learning year.

To achieve this Maruia School will:

- Provide regular instruction for all children, integrating Te Reo and Tikanga through daily learning, waiata, daily greetings and the arts
- Provide foundation skills in Kapa Haka
- Consult with Maori as and when appropriate, including Ngati Waewae.

If a Whanau requests a higher level of Tikanga and/or Te Reo than is at present evident in our school's Māori programme, the staff and family will discuss and explore the following options:-

- Further explain the existing programmes
- Further extend existing programmes if and as appropriate
- Explore combining with other schools for parts of the programme
- Dual enrolment with the Correspondence School
- Provide in-school support and resources to further enhance inclusion of Te Reo and Tikanga within the child's classroom.
- Explore other schools who may offer programmes closer to their expectations
- Other negotiated actions.

We currently have four Maori and no Pasifika students enrolled. Procedures and plans are in place for these students. The Board of Trustees is committed to having all students achieving at or above the National Standards, including Maori and Pasifika students.

STRATEGIC SECTION

Introductory Statement:

The Board of Trustees of Maruia School completed an in-depth consultation with its community in 2015 to determine the strategic direction of Maruia School for the next three years. The general strategic consensus arising from that review can be best summed up by the following overarching goal:

Overarching Strategic Goal 2016 – 2019

For staff, children, parents and Board of Trustees work together to ensure that “business as usual” continues (Including ongoing focus on goals identified with ERO in 2015). Business as usual is a phrase arising from last year’s strategic review and the feedback gained from the community emphasising the wide-spread desire that we continue to:

- Deliver high quality learning programmes that result in high standards of achievement for all children, especially in Reading, Writing and Mathematics
- That there is a continued emphasis on maintaining a culture of a caring, family learning environment where all have a role in supporting each other’s learning
- That we continue to support the broader social, physical and cultural development of children and;
- That we increasingly involve and make use of our local environment and community in this learning

In order to achieve this overarching strategic goal the Board will continue to focus its strategic direction through its “Five Streams of Learning.”

Maruia School Strategic Plan 2016 – 2019		
FIVE STREAMS OF LEARNING	STRATEGIC GOALS	CORE STRATEGIES FOR ACHIEVING GOALS 2016 - 2019
<p style="text-align: center;">LEARNERS AS COMMUNICATORS <i>The Basic skills</i></p>	<p>Literacy- All children will be capable confident communicators, able to communicate above the national standards</p> <p>Numeracy- All children will be using maths at levels above the national standards.</p>	<p>Complete inquiry-based reviews of teaching, learning and achievement over a 3 year cycle for:</p> <ul style="list-style-type: none"> • Writing (2016) • Mathematics (2017) • Reading (2018) <p>Annually monitor and analyse student achievement against school criteria and NZ Curriculum expectations:</p> <ul style="list-style-type: none"> • Ensure findings acted on appropriately • Update curriculum documentation to reflect these findings, as appropriate • Set and review annual targets for Writing, Mathematics and Reading <p>Work with children and whanau/caregivers to provide seamless learning in literacy and numeracy between home and school:</p> <ul style="list-style-type: none"> • Individual Learning Plans for all students, regularly reviewed with students and whanau/caregivers • Personalised home learning • Digital connectivity with school e.g. Maths Buddy, School Website • Raise awareness of developmental signposts and supporting strategies for children’s next learning steps • Provide models, exemplars and overviews in plain language <p>Develop Literacy and Mathematics learning programmes that are delivered within authentic contexts.</p>

<p>LEARNERS AS THINKERS & CONTRIBUTORS <i>Connecting thinking and learning to lifelong community contribution</i></p>	<p>All children will be supported in becoming learners who are incisive confident creative thinkers, capable of making a worthwhile and lasting contribution to their world.</p>	<p>Ensure that each year staff develop community-based learning programmes in consultation with the community:</p> <ul style="list-style-type: none"> • DOC partnerships • Sustainable practices • Social and Geographical history <p>Continue to develop and document our Learning Vision, Beliefs and Curriculum through our Five Streams of Learning:</p> <ul style="list-style-type: none"> • Triennial review <p>Build on our “5 I’s” Inquiry model to include a framework for helping children to develop their thinking skills and the ability to think through things (FIE)</p> <p>Develop and implement a Digital Learning Plan</p> <p>Ensure a Careers Programme is in place and being implemented as appropriate</p> <p>Maintain and annually review arrangements for specialist Technology Programme for Year 7 & 8 children</p>
<p>LEARNERS AS SELF AWARE PARTNERS <i>Self-aware learners contributing together to the development of learning</i></p>	<p>All children will be active, engaged, informed and confident partners/participants in their own learning and the learning of others, proud of, and secure in, their unique identity</p>	<p>Continue to develop a cooperative collaborative learning culture & leadership through the student Learning Teams</p> <p>Maintain and continue to develop sustainable learning for all</p> <p>Ensure all children have the opportunity to explore their own culture and identity as well as that of others & including at least one other language</p> <p>Ensure Maori and Pasifika students are supported so as to achieve at or above levels of all students</p> <p>Ensure appropriate levels of Te Reo & Tikanga sustained</p> <ul style="list-style-type: none"> • Staffing • Resources • Consultation <p>Establish special interest programmes, where applicable and sustainable, including support for Gifted and Talented learning</p> <p>Maintain contact with students in other schools</p> <p>Continue to develop awareness of learning styles ensuring these are incorporated into daily learning practices</p>
<p>LEARNERS AS HEALTHY PEOPLE <i>Connecting Hauora (Well-being) with fully engaged effective learning</i></p>	<p>All children will be supported in being emotionally, physically, mentally and spiritually healthy at all times</p>	<p>Maintain and regularly review the Health and Safety Programme minimising risk to staff and students</p> <p>Maintain and further develop safe and attractive playground area as per Property Plan</p> <p>Continue to implement, review & report to BOT on school-wide Code of Conduct and our “3 R’s”</p> <p>Biennial Review Health & Physical Education Curriculum (2017, 2019)</p> <p>Continue Life Education Trust modules to support children’s Hauora</p> <p>Annual Swim-safe Programme</p> <p>Regular focus on digital citizenship</p>

<p>LEARNERS AS PARTNERS IN EXCELLENCE <i>Excellence underpins a process where children, families, communities and teachers learn together</i></p>	<p>All involved in a child’s learning, including the child, will always aspire to doing their best</p>	<p>Engage purposefully and early with new families and families of “At Risk” students highlighting the way we do things at Maruia.</p> <p>Continue to ensure all areas of curriculum are reported to, and discussed with, children, parents and BOT</p> <ul style="list-style-type: none"> • Learning Intentions and Success Criteria are used to focus learning & teaching • Student lead consultation • Maintain Review Schedule across all aspects of school operation • Charter, Strategic and Annual Plan evolves sustainably <p>Maintain and further develop Community partnership through:</p> <ul style="list-style-type: none"> • Weekly newsletters, • Regular events • Fortnightly assemblies • Workshops • Consultations and reviews • PTA • Maori and Pasifika families <p>Continue liaison programme with Play Group and 4Year Old group</p> <p>Annually review requirements and adjust as required “Transition to Secondary School” strategies and practices</p> <p>Effective Performance Management systems for Principal and Staff maintained and all Job Profiles reviewed annually</p> <p>Access outside agencies when required to ensure Student Achievement Goals are met.</p>
<p>OTHER STRATEGIC DOMAINS</p>	<p>STRATEGIC GOALS</p>	<p>CORE STRATEGIES FOR ACHIEVING GOALS 2016 - 2019</p>
<p>Resourcing</p>	<p>Operate within annual grants while continuing to explore effective fundraising options.</p> <p>Modernise classrooms as per 10 year plan.</p> <p>Continually upgrade and beautify environment.</p>	<p>Annually review and budget for resources to allow Student Achievement Goals to be met</p> <p>Maintain and use Working Bee programmes wherever appropriate</p> <p>Continue implementing & updating 5&10 Year Property Plans (New 5YA 2015/16)</p> <p>Review & update School transport Provision Plan (Triennial – 2016)</p> <p>All staff will be given opportunities to undertake Professional Development in order to assist their professional knowledge and delivery in achieving Student Achievement Goals.</p>
<p>Administration /Legal</p>	<p>To ensure compliance with current legislation, through review of policies and procedures.</p>	<p>Ongoing BOT training</p> <p>BOT succession planning maintained</p>



ANNUAL PLAN OVERVIEW 2016



STRATEGIC GOAL	Action	Lead By	Budget	Timeframe
<p style="text-align: center;">LEARNERS AS COMMUNICATORS <i>The Basic skills</i></p> <p>Literacy- All children will be capable confident communicators, able to communicate above the national standards</p> <p>Numeracy- All children will be using maths at levels above the national standards.</p>	Complete in-depth review of teaching, learning and achievement for Writing: <ul style="list-style-type: none"> • Trial review process – current learning programmes, models, exemplars, assessment, moderation • Focus on raising achievement for all students 	Principal & Part Time Teacher (PTT) BOT (SA Rep)	English \$1500	End T. 4
	Complete review and refinement of assessment and documentation processes for Reading, Writing and Mathematics aspects of Curriculum Plan and develop further as required: <ol style="list-style-type: none"> a. Refine initial documentation ensuring alignment with National Standards including student portfolios and reporting b. Implement e-Asttle 	Principal & PTT		a. End Term 2 b. Ongoing
	Identify “At-Risk” children in literacy and mathematics Target specialist teaching and TA assistance funded through SEG and locally raised funds (Feuerstein Programme, RTLB)	Principal & PTT	\$25000	Ongoing throughout year
	Sustain Literacy and Numeracy programmes, participating in Staff development as required: <ol style="list-style-type: none"> a. Boys learning (Availability dependent) b. Writing (Availability dependent) c. Feuerstein Training d. Digital Learning – CORE e. Improve library accessibility 	Principal UC Plus/Other Providers	\$4800	As available
	Work with children and whanau to provide seamless learning in literacy and numeracy: <ol style="list-style-type: none"> a. Personalised Learning Plans (PLP) for all children reviewed with children and families b. Set up interactive website and support parent and student use c. Consolidate use of Maths Buddy d. Summarised Curriculum Plan provided to parents 	Principal & PTT	Nil	a. PLP’s By end Terms 1, 2 (Report), 3, 30 Nov (Reports) b. By start Term 2 c. Ongoing d. Consultation process, newsletters
	Actively seek authentic learning contexts for literacy and maths e.g. Sustainability programme with DOC	Principal & PTT	Nil	Ongoing
	<p style="text-align: center;">LEARNERS AS THINKERS & CONTRIBUTORS <i>Connecting thinking and learning to lifelong community contribution</i></p> <p>All children will be supported in becoming learners who are incisive confident creative</p>	Continue to develop and document Learning Vision through our Five Streams of Learning: <ol style="list-style-type: none"> a. Feuerstein Training b. Build on “5 I’s” Inquiry Model incorporating metacognitive framework and learning tools (FIE) 	Principal & PTT	PD Budget as above
Continue to support establishment of special interest programmes including Gifted and Talented (G&T) ie, music, cultural, sport, leisure, DOC relationship (Kowhai, Bats, Propagation)	Principal & PTT	Nil	T.1 & ongoing	
Continue to explore and develop awareness of Learning styles	Staff	Nil	Ongoing	

thinkers, capable of making a worthwhile and lasting contribution to their world.	Maintain specialist Technology Programme for Year 7 & 8 children	Principal	Nil	Review with parents and children start Term 1
	Implement Careers Programme for Year 7 & 8 children that is also inclusive of children in other Years	Principal	Nil	Ongoing
LEARNERS AS SELF AWARE PARTNERS <i>Self-aware learners contributing together to the development of learning</i> All children will be active, engaged, informed and confident partners/participants in their own learning and the learning of others, proud of, and secure in, their unique identity	Continue to develop our cooperative collaborative learning culture and leadership through Learning Teams	Staff	Nil	Ongoing
	Ensure all children have the opportunity to: a. Explore their own culture and identity as well as that of others b. Learn at least one other language (Esp. Y4-8)	Staff	Nil	a. Term 1 & Ongoing (KAL) b. Term 1 & Ongoing
	Ensure Maori and Pasifika (Should any enrol) learner needs are being met by developing cultural awareness as well as the development of PLP's: a. Meet with Maori whanau b. Review Te Reo teaching skills, resources, including school signage in both English and Maori, ongoing staff development, sustainability c. Maintain kapahaka	PTT	Nil	a. End Term 1 b. T. 2 c. Ongoing
LEARNERS AS HEALTHY PEOPLE <i>Connecting Hauora with fully engaged effective learning</i> All children will be supported in being emotionally, physically, mentally and spiritually healthy at all times	Review Health and Safety Policy, Procedures and Programme to ensure: a. Meets new legislative requirements b. Continues to minimise risk to all students and staff	BOT, Principal	Nil	a. May 2016 b. Ongoing & monthly BOT meeting reports
	Continue implementation and operation of the "3 R's" through the school-wide Code of Conduct including the induction of new students (February and June in particular)	Staff	Nil	Mid/End Year Report to BOT
	Deliver specialist health education programmes in consultation with families & health professionals: a. Sexuality/Changes at Puberty b. Life Education c. Swimsafe d. Staff 1 st Aid renewal	Staff/Health Professionals/Parents	\$600	a. Term 2/3 b. Term 1 c. Term ¼ d. As required
	Focus on Digital citizenship with students and parents	Principal, Staff	Nil	Term 1 (Life Education) & ongoing – Revisit as new children enrol
LEARNERS AS PARTNERS IN EXCELLENCE <i>Excellence underpins a process</i>	Review and update new family information	Principal & Staff	Nil	By May
	Ensure children, staff and whanau have up to date and clearly defined copies of learning signposts to aid next learning steps reflection	Principal & Staff	Nil	By end May

<p><i>where children, families, communities and teachers learn together</i></p> <p>All involved in a child's learning, including the child, will always aspire to doing their best</p>	<p>Individual Learning Plans are in place for all students with "At Risk" students closely monitored and whanau consulted with through:</p> <ol style="list-style-type: none"> Student lead conferences – minimum 2 Twice yearly plain language reports Face-to-face meetings with parents as required for "At-Risk" children 	Principal & Staff	Nil	<ol style="list-style-type: none"> By end Term 1 & start Term 3 End Term 2 & 30 Nov Ongoing
	<p>Performance Management system operating for all staff:</p> <ol style="list-style-type: none"> Staff Job Profiles reviewed Development goals set Staff development programme in place <ul style="list-style-type: none"> - Principals Professional Learning Group - Feuerstein Instrumental Enrichment - Digital Learning 	BOT/Principal	\$7800	All - start of year Reviewed by 30 Nov
OTHER STRATEGIC GOALS	Action	Lead By	Budget	Timeframe
1. Resourcing	Annual budget programme in place	Principal & BOT Finance	Nil	As per BOT Annual Work Plan
	Ensure 5 YA is approved by MOE and implement Year 1/2 of 5 YA	Principal/BOT/School Support	As per 5YA	Underway by end Term 1
	School Transport Provision Review completed	BOT		By 30 November
2. Administration /Legal	BOT Training delivered	BOT/STA	MOE/ST A funded	April
	Charter review and reformat completed	BOT/Principal	Nil	April
	BOT succession planning in place to ensure a smooth transition for Board through the triennial election process	BOT Chair		February

Maruia School Board Work Plan 2016

Year: 2016 Review	Area for Review	Board Meeting Dates										
			23 Feb	30 March	10 May	June	July	Aug	Sept	Oct	Nov	Dec (If Required)
Strategic Review	Charter		Analysis of Variance	Confirm Charter, Approve, to MOE							Approve 2017 Review Plan	Annual Plan Draft
	Strategic aims					Interim Report on Strategic Goals	Approve Strategic Review Surveys		Collate survey results, identify aims	Review & update Strategic Plan		Draft Charter & revised Strategic Plan
Regular Review	Policy				Health & Safety Review		Complete Admin Procedures			Student Ach.		
	Student progress and achievement			2015 Nat Stds		Interim Writing	Nat. Stds.					Nat. Stds
	HR			Principal appraisal 1			EEO	Principal appraisal 2				Principal Appraisal Report
	Curriculum					Writing				Maths	Reading	
	Budget	Monitor	Monitor	Review	Monitor	Monitor	Monitor	Mid Year review	Monitor	Monitor	2016 Draft	Approve 2016
Emergent Review	New gov. initiatives											
	New local initiatives					Meet with Maori Whanau						
Board process Requirements			BOT Succession Planning	Roll Return 1 March Accounts to Auditor Annual Report	Prep for induction of new Board	Annual Report approved and sent to MOE	Nat. Stds parent reporting 1 July Roll return BOT training	Transition to Secondary School Progress Report		Complete School Transport Provision Review		Nat. Stds. Parent reporting