Haast Primary School

2012 CHARTER

THINK, BE, DO
(Head, Heart, Hands)

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PROCEDURAL INFORMATION

Term Dates 2012
- ❑ Term 1   31 January 2012 – 5 April 2012
- ❑ Term 2   23 April 2012 – 29 June 2012
- ❑ Term 3   16 July 2012 – 28 September 2012
- ❑ Term 4   15 October 2012 – 19 December 2012

1. Haast School – will update the Charter and have it approved by the Board of Trustees January 2012.

2. Haast School-will lodge a copy of its annually updated Charter to the Ministry of Education by 1 February 2012.

3. Haast School- will lodge a copy of its Annual Targets to the Ministry of Education by 1 February.

4. Haast School- consults it's community, including it's Maori community, regularly (Consultation includes meeting with Maori families every 6 months to review student achievement and goals):
- ❑ Invitation to 'Meet the Teachers' function in February.
- ❑ Weekly electronic and paper communication with the community which includes consultation matters
- ❑ Literacy and Numeracy meetings as required – developing parents knowledge and understanding of how to support their children in literacy and numeracy
- ❑ Individual family consultation at least two times yearly with every family – An interim report will be given prior to the consultations
- ❑ A formal written report will be sent home at the end of the year with the learning portfolio.

5. Analysis of variance related to 2011 student achievement targets will be completed and lodged with the Ministry of Education as part of the school's annual report by 1 February 2012.
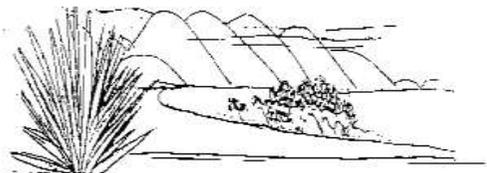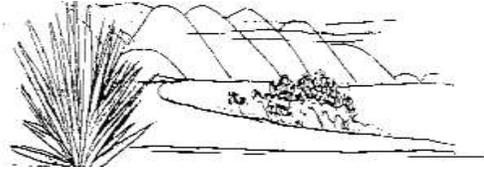
THINK, BE DO
(Head, Heart, Hands)

Haast School, situated in South Westland, is a Decile 3h, U1 full Primary School with a current staffing roll of 17. We have a teaching Principal, one 0.5 Teacher, a Year 7/8 Technology Supervisor, a Caretaker and Cleaner. We have a three classroom school, with a library, office, staffroom, separate resource room, swimming pool, extensive playing areas, two school houses for staff and a functioning playgroup with shared occupancy and a roll of 13.

Haast School is located at Hannah's Clearing, 22 km south of the State Highway and the Haast Township. Haast has a population normally of approximately 300 people rising to 2000 during the whitebait season. During this time it is likely that the school will be required to enrol approximately 3 extra students. The majority of our parents are employed in positions within hospitality, tourism, fishing and government departments.

Year 8 children go on to secondary boarding schools such as:
Waitaki Boys/Girls, Otago Boys, John McGlashan College, St Hilda's, Columba, St Kevin's and Dunstan College.
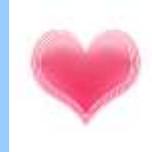
Haast School – Vision Statement

"THINK, BE, DO"
(Head, Heart, Hands)

Think (Head)

- Be focused in their learning
- Respect the learning of others
- Make connections across all aspects of their learning and lives
- Show care and compassion to others
- Be interested, curious and have a sense of inquiry
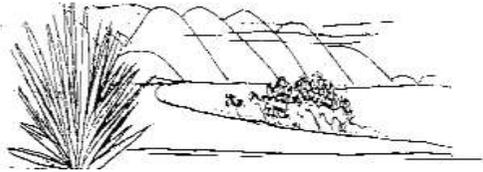
Be (Heart)

- Take risks
- Be inspired to achieve at high levels
- Have self-belief
- Be prepared for learning
- Aim high in their learning
- Know how to ask for help

Do (Hands)

- Make the most of all learning opportunities
- Show perseverance
- Contribute to school and community activities
- Be positive role models to others
- Have excellent literacy and numeracy skills

PURPOSE

The Haast School Community believes priority should be given to:
- learning through effective oral, written and digital communication.
- sound economic awareness,
- respect for the environment, ourselves and others.
- developing skills and values which will enable the students to embrace the future with confidence and curiosity.

CORE BELIEFS

We will develop values, attitudes, skills, knowledge which:
- Enhance social and academic development
- Emphasise literacy and numeracy achievement
- Sustain life-long, self - motivated learning through the development of thinking and inquiry learning strategies
-Develop an economic awareness and financial literacy
- Enable us to live together sustainably now and in the future
- Develop awareness and understanding of our community and its environment
-Ease the transition to other learning environments and employment
- Develop global relationships, understanding and citizenship

We will deliver a curriculum that will allow each learner to:
- Develop knowledge, understanding and application of learning
- Have individual needs met including the nurturing of their interests and aspirations
- meet the requirements of the National Standards and strive for individual excellence.

Haast School - Values

Think, Be, Do

Excellence
- Aim High!
- High Standards of work and expectation of themselves
- Perseverance
- Correct work
- Quality not quantity
- Self motivated
- Proud of themselves

Equity
- High standards
- Value the strengths and talents of all
- Showing a sense of 'fair play'
- Congratulating each other
- Ensure all have the capacity to meet high standards

Integrity
- Treat others with respect
- Take responsibility for their own actions
- Consistent use of manners
- Inclusion of others
- Honesty
- Reflect on their own learning

Innovation, Inquiry and Curiosity
- Use higher order thinking
- Be self motivated
- Have personal interests fostered and valued
- Be entrepreneurial
- Have clear linking between subjects

Community and Participation
- Connected to their community
- Ability to work with a variety of people – buddies
- Parental involvement – consultations, newsletters, parent support, homework
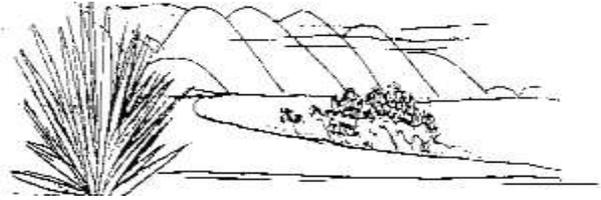
Diversity
- Acceptance
- Tolerance
- Considerate towards others
- Friendly
- Consideration for others feelings

Respect
- 3R's
- Respect for self
- Respect for others
- Consistent use of manners
- Respect differences in people
- Follow and respect rules

Ecological Sustainability
- Respect our environment
- Understand and be aware of ways we can look after our environment

Key Competencies

At Haast School we are developing children who use
Thinking to:
- Create knowledge
- Be creative
- Be critical in their thinking
- Reflect on their learning and information
- Ask questions
- Challenge their understanding

At Haast School we are developing children who are
Managing Themselves by:
- Being ready for their learning
- Developing personal and learning goals
- Being resourceful, reliable, resilient
- Having a 'can do' attitude
- Being self motivated

At Haast School we are developing children who
Relate to Others by:
- Being able to actively listen
- Know when it is appropriate to compete or co-operate
- Know how to share their ideas
- Knowing how their words and actions affect others

At Haast School we are developing children who
Participate and Contribute by:
- Developing a sense of belonging
- Knowing how to contribute appropriately
- Knowing how to share their ideas
- Knowing how to join a group
- Respect others
- Knowing how to connect with others

At Haast School we are developing children who use
Languages, Symbols and Text by:
- Developing their comprehension skills
- Using a wide range of media
- Developing their Literacy and Numeracy vocabulary
- Understanding that text is not just in books
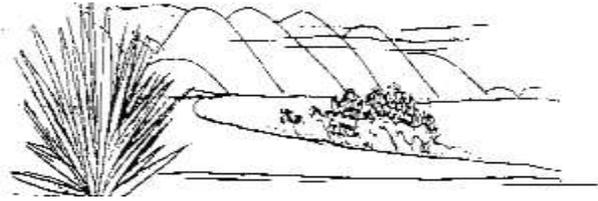
Key Competencies

What We Do Already	To Develop	What We Do Already	To Develop
Thinking Thinking skills / keys Multiple intelligences Thinkers' Keys Language experiences Developmental Junior Draw on personal / prior knowledge Questioning Process of integrated curriculum	**Thinking** Share, make it clear, talk about them. Use the language	**Managing Self** Recognize when children are/are not managing themselves well Using outdoor education/camps to set challenges Self assessment	**Managing Self** Eg: Homework Equipment Personal organisation Organized at start of day Stationery Ask questions on –How do you manage yourself? Develop self motivation Care / or want to be self-motivated.
Relating to others: Work well in small groups Buddy Reading Cross class interactions Sharing Modelling appropriate behaviours Promotion of appropriate behaviours Relating to others Group work – reading, writing, math, topic	**Relating to others**: Competition versus cooperation	**Using Language, symbols & Texts:** Decoding skills for literacy Language development and vocabulary work in Literacy, Numeracy and topic Produce a variety of texts – different genres of writing, Use of ICT	**Using Language, symbols & Texts:** Ensure a variety of texts are used to engage children Keep developing children's understanding of vocabulary Use symbols clearly
Participating and Contributing Participate in group discussion Outside games Group working – literacy, numeracy Team sports	**Participating & Contributing** Once a week focus reflection on the key competencies Reflect on actions Setting goals High expectations / standards		

NATIONAL PRIORITIES

Haast School will determine its priorities by:
- Focussing on national priorities; and
- Identifying local priorities

National priorities are currently determined to be
- Providing a safe physical and emotional environment for students;
- Providing opportunities for success in all the essential learning and essential skill areas of the New Zealand Curriculum;
- Improving literacy and numeracy
- 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 programmes aimed at improving outcomes for students who are not achieving, or who are at risk of 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 groups of students and the students as a whole.
- Providing Career education and guidance for Years 7 & 8.

Local priorities will be identified through
- Collection and analysis of student achievement data
- Face-to-face, phone, electronic and/or written survey consultation
- Board discussion
- Staff discussion and professional knowledge

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

RECOGNISING NEW ZEALAND'S CULTURAL DIVERSITY

Haast School, as appropriate to its community, will continue to develop policies and practices that reflect New Zealand's cultural diversity and in recognition of the Treaty of Waitangi. In recognising the unique position of Maori, Haast School takes all reasonable steps to provide instruction in Tikanga Maori (Maori culture) and Te Reo Maori (Maori Language) for all students.

To achieve this, in Haast

1   We incorporate a component of Te Reo Maori and Tikanga Maori into our daily learning programme.
2   We will actively involve representatives of Ngai Tahu in our strategic planning as appropriate.
3   The Board of Trustees and staff are committed to supporting Ngai Tahu in developing and implementing its reporting back requirements.
4   We work in partnership with individual Maori families to meet their needs.
5   If a parent requests a higher level of Tikanga and/or Te Reo than is at present evident in our school Maori Programme, the staff and family will explore possibilities which could include one or more of the following;
- Dual enrolment with Correspondence School
- Provide further opportunities within the classroom
- Combining electronically with students in other schools for parts of the day.
- Other negotiated actions.
- Using local Resource People i.e. Maori Adviser

SUPPORTING DOCUMENTATION .

The following documentation supports us in improving student achievement
- ❏ School Policies and Procedures (Operations Handbook) – Principals Office
- ❏ Curriculum Plan
- ❏ Achievement Statement
- ❏ Professional Growth Plan (Incorporates performance management system)
- ❏ Annual Plan

The following documentation supports us in developing good management practices and effective organisational systems
- ❏ EEO Plan
- ❏ Annual budget
- ❏ Five and Ten year property plans (2011)
- ❏ Meeting Minutes – B.O.T
- ❏ Meeting Minutes - Staff
- ❏ Self Review Plan

The following documentation supports us in fostering positive community partnerships
- ❏ Newsletters – Weekly
- ❏ Reporting System
- ❏ School assemblies

Haast School Strategic Plan 2012

	2012	2013	2014
Student Learning-Engagement, Progress and Achievement *The National Standards are used effectively to support improvement in student outcomes. Students set their own learning goals and know what to do to achieve them. Teachers' practice is responsive to students' needs, including cultural needs.*	**Literacy** School-wide focus on reading – review programme Review effectiveness of the West Coast Way and respond Implement Literacy National Standards Review effectiveness of the Teaching as Inquiry Model Use model in other areas of the curriculum Use texts from a variety cultures and language with specific focus on Te Reo Maori. **Numeracy** Evaluate effectiveness of Numeracy programme Sustain Numeracy programme Review Statistics strand of mathematics Review effectiveness of Geometry and Measurement programme Implement Mathematics National Standards Review how data is collected, analysed and reported in Mathematics Refine School Vision and Values statements Review Literacy/Numeracy curriculum Apply mathematical learning across a variety of cultural situations so they can see it is applicable. **Maori dimension (tikanga and Te Reo Maori)** • Singing • Language • Introduction	Review programmes of work in writing Review reporting to parents procedures Review number and algebra strand of mathematics Review reporting to parents procedure Children reading basic texts in Te Reo Maori Review Science and Social studies Review the Arts programme Review Social Sciences programme Want to take to reading, kappa haka, powhiri, arts programme over next two years.	Review programmes of work in Reading with reference to student achievement data Review reporting to parents procedures Review number and algebra strand of mathematics Review reporting to parents procedure Children reading and creating texts in Te Reo Maori Review Health and Physical Education programme

	• Integrated.
	
	National Curriculum
	Develop a student Curriculum Group – establish possible learning areas
	
	Refine Key Competencies statements
	
	Refine Learning Area essence statements
	
	Full implementation of NZ Curriculum – integrating concepts and the learning programmes
	
	Implementation of Learning Languages programme
	
	Implementation of Careers Education programme
	
	Review Science programme
	Review Science and Social studies
	Kiwisport Funding
	Develop and implement a plan to use the additional Kiwisport funding that has been made available to school. With the following considerations:
	   - Increasing number of children participating in sport
	   - Increasing the availability of sport for children
	Support children in developing skills
		Develop and implement a plan to use the additional Kiwisport funding that has been made available to school. With the following considerations:
		   - Increasing number of children participating in sport
		   - Increasing the availability of sport for children
		Support children in developing skills
			Develop and implement a plan to use the additional Kiwisport funding that has been made available to school. With the following considerations:
			   - Increasing number of children participating in sport
			   - Increasing the availability of sport for children
			Support children in developing skills

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Effective Teaching	2012	2013	2014
High quality teaching is evident in all classrooms. Teachers are providing the best opportunities possible for our students.	Investigate thinking skills programme based around the SOLO taxonomy Continue to develop Inquiry Learning as a teaching and learning approach Continue to develop the use of Thinking skills Develop the use of Self Regulation Tools – be able to set and achieve goals Develop the use of student voice to establish effective change within our school – Values ICT as a learning tool – digital photography to capture learning Continue to develop Inquiry Learning as a teaching and learning approach – did you say you were evaluating this somewhere else? Continue to develop the use of Thinking skills and tools Learning journals as a goals setting/ monitoring Develop the use of Self Regulation Tools Develop the use of student voice to establish effective change within our school – Values ICT as a learning tool – digital photography to capture learning	Implement thinking skills programme based around the SOLO taxonomy Trial SOLO taxonomy into the school Review and refine Inquiry Learning programme Review and refine thinking skills programme Review and refine Self Regulation tools Develop the use of student voice to establish effective change within our school – Curriculum ICT as a learning tool – pod casting to share learning Review and refine Inquiry Learning programme Learning journals as a goals setting/ monitoring Review and refine thinking skills programme Review and refine Self Regulation tools Develop the use of student voice to establish effective change within our school – Curriculum ICT as a learning tool – pod casting to share learning	SOLO taxonomy is used for planning in the school Embed the Inquiry Leaning model Using ICT across the curriculum to support teaching and learning Embed the Inquiry Leaning model Learning journals as a goals setting/ monitoring Use ICT across the curriculum to support teaching and learning

		Staff to set personal goals based on 2012 goals and review	Staff to set personal goals based on 2013 goals and review
	Staff set personal goals based on 2011 goals and review	All teaching staff to have a Numeracy/Literacy Action Plan and review	All teaching staff to have a Numeracy/Literacy Action Plan and review
	All teaching staff to have a Numeracy/Literacy Action Plan and review	Review effectiveness of 4 Minute Walkthroughs	Review effectiveness of 4 Minute Walkthroughs
	Introduce 4 Minute Walkthroughs	Develop Staff Development opportunities based on strategic direction of the school	Review programmes and investigate new aspects
	Develop Staff Development opportunities based on strategic direction of the school	Develop SOLO taxonomy on relation to the West Coast network goals	
	Release teacher to be involved in PD with regard SOLO taxonomy within West Coast network.	Review effectiveness of the Staff Development	
	Review effectiveness of the Staff Development	Establish school wide needs for following year	
	Establish school wide needs for following year	Induct new staff into the culture of the school	Induct new staff into the culture of the school
	Induct new staff into the culture of the school		

Leading and managing the school *Highly effective educational leadership is evident, providing the pedagogical, administrative and cultural conditions necessary for successful learning and teaching. Goals and expectations are established and articulated clearly to staff.*			

	Use student management system to analyse school-wide student achievement data for reporting to the BOT	Use student management system to analyse school-wide student achievement data for reporting to the BOT	Use student management system to analyse school-wide student achievement data for reporting to the BOT
	Use electronic attendance register using student management system	Use electronic attendance register using student management system	Use electronic attendance register using student management system
	All teachers using student management system to plan and assess programmes of work	All teachers using student management system to plan and assess programmes of work	All teachers using student management system to plan and assess programmes of work
	Explore the use of student management system with National Standards	Explore the use of student management system with National Standards	Explore the use of student management system with National Standards
	Complete Analysis of Variance	Complete Analysis of Variance	Complete Analysis of Variance
	Set Student Achievement Targets based on AoV and on student achievement data and school focus fain	Set Student Achievement Targets based on AoV and on student achievement data and school focus	Set Student Achievement Targets based on AoV and on student achievement data and school focus
	Consult community on strategic direction of the school.	Review Annual and Strategic Plans	Review Annual and Strategic Plans
	Review annual and Strategic Plans to all of the above information	Use the MOE National Standards for Improvement, Self Review Tools Set and monitor curriculum budgets to meet learning goals specific to professional development plan	Use the MOE National Standards for Improvement, Self Review Tools Set and monitor curriculum budgets to meet learning goals specific to professional development plan
	Use the MOE National Standards for Improvement, Self Review Tools Set and monitor curriculum budgets to meet learning goals – Literacy, Numeracy special needs priorities	Writing and literacy focus for developing resources in line with the teaching programme	Resources to be sourced to implement SOLO into the school programme
	Manage affordability of support staff	Manage affordability of support staff	Manage affordability of support staff
	Ensure support staff are utilised to support student achievement	Ensure support staff are utilised to support student achievement	Ensure support staff are utilised to support student achievement
	Adhere to the requirements of the State Services Act	Adhere to the requirements of the State Services Act	Adhere to the requirements of the State Services Act
	Be a good employer	Be a good employer	Be a good employer
	Meet all the obligations as an Equal		Meet all the obligations as an Equal

Employment Opportunities employer	Meet all the obligations as an Equal Employment Opportunities employer	Employment Opportunities employer
Set and monitor curriculum budgets to meet learning goals specific to professional development plan	Set and monitor curriculum budgets to meet learning goals specific to professional development plan	Set and monitor curriculum budgets to meet learning goals specific to professional development plan
Writing and literacy focus for developing resources in line with the teaching programme	Resources to be sourced and allocated to implement SOLO into the school	Writing and literacy focus for developing resources in line with the teaching programme
Work with parent community to reduce absenteeism and lateness	Work with parent community to reduce absenteeism and lateness	Resources to be sourced and allocated to implement SOLO into the school
Student absences monitored and followed up	Student absences monitored and followed up	Work with parent community to reduce absenteeism and lateness
Implement electronic attendance system	Implement electronic attendance system	Student absences monitored and followed up
		Implement electronic attendance system
Keep abreast of changes to Enrol	Keep abreast of changes to Enrol	Keep abreast of changes to Enrol

Governing the school			
The BOT provides strategic direction and coherence across school policy and decision making. The BOT ensures that all dimensions support the achievement of Maori students and students with special needs.	Review policies and procedures as per review cycle Work with parent community to reduce absenteeism and lateness Student absences monitored and followed up Implement electronic attendance system Keep abreast of changes to Enrol Complete all government and management requirements effectively within the time frames Undertake NZSTA training Review systems in response to training Review ERO recommendations Continue with the ongoing cycle of maintenance and compliance checks Maintain Swimming Pool Ensure 5/10 year property plan is in place Ensure Asset Register is up to date Maintain the school houses **Finance** Preparation and monitoring of budget, and meeting auditing requirements to resource school goals Adhere to the requirements of the State	Review policies and procedures as per review cycle Work with parent community to reduce absenteeism and lateness Student absences monitored and followed up Move to electronic register using the SMS system Keep abreast of changes to Enrol Complete all government and management requirements effectively within the time frames Undertake NZSTA training Manage the BOT election process and the induction of new trustees Continue with the ongoing cycle of maintenance and compliance checks Maintain Swimming Pool Implement projects from the new 5/10 year property plan Ensure Asset Register is up to date Maintain the school houses Preparation and monitoring of budget, and meeting auditing requirements to resource school goals Adhere to the requirements of the State	Review policies and procedures as per review cycle Work with parent community to reduce absenteeism and lateness Student absences monitored and followed up Monitor the electronic register Continue training for ENROL Complete all government and management requirements effectively within the time frames Work with the BOT to upskill them Continue with the ongoing cycle of maintenance and compliance checks Maintain Swimming Pool Implement projects from the new 5/10 year property plan Ensure Asset Register is up to date Maintain the school houses Preparation and monitoring of budget, and meeting auditing requirements to resource school goals Adhere to the requirements of the State

	Services Act Be a good employer Meet all the obligations as an Equal Employment Opportunities employer	Services Act Be a good employer Meet all the obligations as an Equal Employment Opportunities employer	Services Act Be a good employer Meet all the obligations as an Equal Employment Opportunities employer

Safe and inclusive school culture *Our school culture nurtures potential and success for all. Students and their families will feel accepted and have a strong sense of belonging. Respectful relationships foster self-esteem and contribute to student engagement and achievement.*	Hazard checks conducted regularly Review Traumatic Incident Policy Review Policies and Procedures as per review cycle	Hazard checks conducted regularly Review Policies and Procedures as per review cycle	Hazard checks conducted regularly Review Policies and Procedures as per review cycle
Engaging parents, Whanau and communities *Effective school-home relationships are evident. Student's learning at both home and school is enhanced.*	Review Health and Physical Education (community consultation) Report and respond to consultation of Maori community	Report and respond to consultation of Maori community Community consultation from strategic planning	Report and respond to consultation of Maori community

NAG. 1 CURRICULUM
- Curriculum Development
- Curriculum development
- Review curriculum plans
- Sustaining Literacy Project
- Literacy programme
- Sustaining numeracy Project
- Student Achievement – Targets, Whole school monitoring /Assessment
- Year 7 & 8 Careers Education
- Gifted and Talented procedure, Register & Programme
- Special Needs Register & programme
- Special Interest programmes
- Schoolwide ICT Plan
- Develop School Information Centre
- Learning Vision & Beliefs

NAG. 2 COMMUNITY PARTNERSHIP
- Reporting to Parents
- National Standards Implimentation
- Parent evenings / consultations
- Reports
- Maori parent consultations
- School / BOT Newsletters
- EOTC / School trips
- Fund Raising
- Early childhood plan

NAG 6 ADMINISTRATION
- Annual Report to community.
- Monthly BOT meetings
- Ministry of Education Legislation
- Planning and Reporting
- BOT Induction and Training
- BOT Succession plan

NAG 2 SELF REVIEW
- Policy Review
- Annual Development plan
- Strategic Plan / Charter 2012

ANNUAL DEVELOPMENT PLAN:

SCHOOL: Haast School

PRINCIPAL: Liz Hawker

YEAR: 2012

NAG 5 HEALTH & SAFETY
- Health & Safety Plan (Includes Crisis Management & Emergency Response)
- Monthly inspections (Health & Safety) BOT
- Policy & Procedures Review
- Electrical appli
- ance testing

NAG 3 EMPLOYER RESPONSIBILITY
- Staff Development programme
- EEO
- Job Descriptions Review
- Staff Appraisal & Development
- Good Employer responsibilities
- New teacher/support staff induction
- Numeracy Training

NAG 4 PROPERTY
- Safe and attractive playground
- Working bees
- Property checks – BOT (Health & Safety)
- Property Maintenance / monthly –BOT
- 10 / 5 year Property Plan established
- Asset Register & replacement schedule
- School transport plans reviewed with MOE

NAG 4 FINANCE
- Annual Audit
- Budget Responsibilities
- Monthly Finance Reports – BOT
- Budget Reviews – April & August
- EDI Funding Applications (Reading Resources, the Arts)