

School Charter
Strategic and Annual Plan for
Tauraroa Area School

2017 -19

Principals' endorsement:	
Board of Trustees' endorsement:	
Submission date to Ministry of Education:	

Tauraroa Area School 2017 - 19

Strategic Intentions

Mission Statement	<p>Tauraroa Area School will provide an environment in which all students and staff are challenged and supported to reach and extend their potential in a wide range of contexts.</p> <p>Our goal is for young people who are:</p> <p><i>Confident</i></p> <ul style="list-style-type: none">• Positive in their own identity• Motivated and reliable• Resourceful• Enterprising• Resilient <p><i>Connected</i></p> <ul style="list-style-type: none">• Able to relate well to others• Effective communicators• Connected to the land and environment• Contributing members of communities• International citizens <p><i>Actively involved</i></p> <ul style="list-style-type: none">• Participants in a range of life contexts• Contributors to the well-being of NZ – social, cultural, economic and environmental <p><i>Lifelong learners</i></p> <ul style="list-style-type: none">• Literate and numerate• Critical and creative thinkers• Active seekers, users and creators of knowledge• Informed decision makers
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Vision	To be the best we can be
Values	<p>Tauraroa Area School upholds and promotes the Cornerstone Values of kindness, consideration for others, respect, responsibility, duty, obedience, compassion and honesty. Each of these eight values is highlighted for a term in a 2-year cycle.</p> <p>In 2013 the school won a 'NZ School of Character Award' from the NZ Character Foundation recognising its work with Cornerstone Values.</p> <p>In 2016, the Board of Trustees surveyed the school community (parents, students and staff) and found strong support for each of our values ranging from 82% support for Honesty & Truthfulness and Respect to 54% for Duty.</p>
Principles	<p>The school curriculum is built upon the Principles of the New Zealand Curriculum:</p> <ul style="list-style-type: none"> • High expectations are held of all students and staff • The Treaty of Waitangi is acknowledged, ensuring all students have the opportunity to acquire knowledge of te reo Maori me ona tikanga • Recognising and responding to the cultural diversity of our school community and nation • Inclusive and non-discriminatory, ensuring the learning needs of all students are met • Encouraging all students to reflect on their own learning processes and learn how to learn • Engaging with students' families, whanau and communities • Ensuring coherence within and across learning areas, with pathways to further learning • Maintaining a future focus for students as they grow in awareness of sustainability, citizenship, globalisation and enterprise.
Māori Dimensions and Cultural Diversity	<p style="text-align: center;">‘To be the best we can be – Whaia te iti kahurangi, ki te tuohu koe me maunga teitei’</p> <p>In recent years, the number and proportion of Maori students on the roll has increased to 30% (159/523 in August 2016). Data reveal that Maori students at Tauraroa AS achieve at levels above NZ and Northland averages in NCEA.</p> <p>Learning focussed relationships, encompassing the principles of Whanaungatanga, Manaakitanga, Ako and Mahi Tahi* underpin learning and teaching practices in the school.</p> <p>The Ministry of Education's 'Ka Hikitia – Accelerating Success 2013-17' informs the school's Maori Achievement Plan.</p>

A Whanau advisory group (Te Whanau O Tauraroa) consisting of staff, parent and board of trustees representatives actively promotes the needs and interests of Maori in the school community, in addition to providing practical support for special events.

Junior and senior kapa haka groups have grown in numbers and confidence in 2016, under the leadership of senior students and paid tutors.

A dedicated whare nui, Kia Piri, is the base for teaching of Te Reo and akonga within the school.

Te Reo is taught at all levels in Years 1 to 8 and offered as an option in Years 9-13 (taken through Te Kura or Far Net in senior years, if numbers are insufficient to run a full class).

The unique position of Maori culture is acknowledged through powhiri and mihi, which are held (as appropriate) for visitors and new staff. Waiata are sung at assemblies and other occasions. A school community hangi is held in Term 1 each year as a chance for whanau to meet teachers and the school's vision for the year to be explained. In 2014 a school haka was written and used in a very successful inter-house haka competition. The haka has now been adopted for use by sports teams and other groups.

* Whanaungatanga = 1. A sense of belonging to the TAS family/whanau and 2. Strong links between TAS and students' families/whanau.

Manaakitanga = Acknowledging that every student is culturally located, therefore the use of te reo and tikanga as a natural aspect of school culture is promoted.

Ako = Students and teachers learning in a reciprocal partnership

Mahi Tahi = Unity of purpose. At TAS this is student achievement; 'Being the best we can be'.

Baseline Data

Students' Learning

NCEA Achievement Summary
(Participation based)

	LEVEL 1		LEVEL 2		LEVEL 3	
	69 students (Including one Yr12)	21 Māori	35 students	9 Māori	22 Students (including one Yr 14)	5 Māori
Not Achieved %	15.94	9.52	2.85	0	0	0
Achieved %	30.20	52.38	74.28	77.77	54.54	80
Merit %	31.88	38.09	17.14	22.22	27.27	0
Excellence %	10.14	0	5.71	0	18.18	20
Total A+M+E	58	19	34	9	22	5
Total A+M+E (%)	84.05	90.47	97.14	100	100	100
<i>Roll based</i>	<i>78.4</i>		<i>82.9</i>		<i>77.3</i>	

2016 National Standards data summary
(2015 data in brackets) all figures %:

%	1 st Year n=24	2 nd Year n=22	3 rd Year n=19	Year 4 n=18	Year 5 n=37	Year 6 n=36	Year 7 n=45	Year 8 n=44
Maths: below	(18) 25	(23) 36	(23) 47	(15) 11	(21) 31	(18) 11	(41) 49	(31) 25
Maths: At	(82) 75	(73) 59	(54) 47	(67) 61	(54) 54	(50) 56	(33) 36	(36) 25
Maths: Above	(0) 0	(4) 5	(23) 5	(18) 28	(25) 14	(32) 33	(26) 16	(33) 50
Writing: below	(35) 29	(14) 18	(31) 42	(15) 45	(18) 33	(4) 22	(42) 40	(45) 34
Writing: at	(65) 67	(86) 73	(62) 47	(67) 39	(57) 60	(68) 50	(26) 36	(36) 39
Writing: above	(0) 4	(0) 9	(8) 11	(18) 17	(25) 8	(29) 28	(33) 24	(19) 27
Reading: below	(35) 46	(14) 32	(23) 26	(12) 50	(18) 16	(0) 11	(37) 35	(14) 32
Reading: at	(67) 38	(73) 41	(31) 32	(67) 33	(57) 62	(64) 56	(21) 18	(55) 23
Reading: above	(8) 17	(14) 27	(46) 42	(21) 17	(25) 22	(36) 33	(42) 47	(31) 46

<p>Student Engagement</p>	<p>2016 Full School 90.55%, with a range of 86.78% (Y12) to 93.33% (Y3). Maori attendance 87.63%; NZ European 91.82%. Refer to 2016 Annual Report for further details.</p>
<p>School Organisation and Structures</p>	<p>As a NZ state school, a Board of Trustees consisting of parent, staff and student representatives and the principal governs TAS. The management structure of the school includes the principal, three deputy principals (Years 0-8, 9-13 and Director of Learning and Teaching), year-level deans and heads of departments.</p> <p>The school has a teaching staff of approximately 36 fulltime teachers, supported by 7 Teacher Aides, guidance counsellors, an Executive Officer, Caretaker, 2 office staff, computer technician, Gateway coordinator, librarians and cleaners.</p> <p>The school is located in a rural setting on 3ha of land. Since 2009, a large number of building projects have been undertaken to increase and improve available school facilities. Nearly all classrooms have been renovated during this time with additional construction projects producing a new library, science and technology block, senior block, music rooms and expanded staffroom and administration block. In early 2016, the rebuilding of the 6 classrooms in the junior area (and toilet facilities) was completed.</p> <p>The Executive Officer (EO) serves as the school property manager, working closely with the Principal and Caretaker to oversee the development and maintenance of school property (buildings, land, furniture, capital items). The Caretaker, in addition to maintaining the appearance and safety of school property, manages the school cleaners, liaises closely with any tradespeople engaged by the school and assists/advises in the planning and construction of school facilities (including attending all site meetings with builders and project managers when building projects are in planning or construction stages).</p> <p>The EO, Caretaker and Principal attend regular meetings with the school's project managers (Griffiths and Associates) and designer (Simon Mondeno) to monitor and plan building projects.</p> <p>In Years 1-8, students are based in home rooms, with most teaching delivered by a home room teacher. In Years 9-13, students are assigned to a vertical form class, within one of the 4 school 'waka': Tainui, Takitimu, Arawa and Aotea. During the school year students are able to win points for their Waka through a variety of sporting, cultural and academic competitions.</p>

	<p>Year-level Deans have responsibility for the pastoral care and academic monitoring of students at Years 0-3, 4-6, 7-8, 9, 10, 11 and 12-13. Heads of Departments have responsibility for curriculum and support classroom teachers with student discipline (using restorative practices).</p> <p>Approximately ten Year 13 students serve as prefects. In addition, a student council, with elected representatives from Years 4-13 meets twice a term. Senior students also serve as bus wardens, ensuring safe conduct and good behaviour on buses. Student leadership opportunities also exist with Waka.</p> <p>A School and Community library based at the school is open to members of the public. The library receives funding from the Whangarei District Council for maintaining this service.</p>
<p>Review of Charter and Consultation</p>	<p>A mid-year review of Annual Goals was undertaken and presented to the Board of Trustees in August 2016 with a further review at the end of the year for the 2016 Annual Report. Input into the 2017 Charter was invited from staff and Board during Term 4 2016. Annual Goals were discussed with Heads of Departments at their regular meetings with the Principal and kept on the agenda at all SMT and Staff meetings.</p> <p>Community input is welcome at all times, with the Term 1 hangi, Whanau hui and PTA meetings providing direct opportunity for consultation and engagement. Comprehensive reports from Heads of Departments provided opportunities for input from all teachers. The Senior Management Team and Board used this data and information to further develop the 2017 Charter. The school's Facebook page is proving an increasingly popular way to interact with the school community.</p> <p>In 2016, a review of the school's self-review mechanisms and charter process was undertaken. Using outside advice and guidance, consultation was undertaken to inform the ongoing direction of the school, including a survey of the school community on school values.</p> <p>Comment is invited before the ratification of this Charter by the Board of Trustees on 20 February 2017.</p>

Strategic Section

Strategic Goals		Core Strategies for Achieving Goals 2017 - 2019
Students' Learning	<p>At least 85% of school leavers to achieve NCEA L2.</p> <p>Increased equity in student achievement</p> <p>33% of NCEA candidates to achieve Merit or Excellence endorsement at Levels 1, 2 and 3.</p> <p>Students of all year levels and abilities to progress at their full potential.</p> <p>Students to be supported to develop strong and positive personal values.</p> <p>Maori students enjoy success as Maori, developing the skills to navigate 'both worlds' (mana tanatarua) with the learning and social experiences of all students being enhanced by this.</p>	<ul style="list-style-type: none"> • Clear, challenging, achievable and relevant learning pathways for all students • Maintain highly skilled and motivated teaching staff, working collaboratively in an environment where learning-focussed relationships are established and teaching as inquiry processes are authentically embedded • Priority and At Risk learners given all necessary support to succeed • Strong literacy skills are developed by all student as a foundation for learning • Accelerating progress of boys and Maori through increased engagement and learning success • Strategies to increase the engagement and learning success of Maori and boys will continue to be implemented • Eight Cornerstone Values are to be integrated, as far as practicable, into all aspects of school life: Consideration, Responsibility, Duty, Compassion, Obedience, Honesty, Kindness, Respect. These underpin our school vision of 'being the best we can be' • Learning at TAS is linked more closely with our community, history, locality and environment • The recognition and study of positive Maori role models in appropriate contexts • Maori success strategies, as outlined in Ka Hikitia are adopted and practiced in the school.

		<ul style="list-style-type: none"> • Offer learning experiences and opportunities through Gateway, STAR and Vocational Pathways courses to engage students of all abilities and interests
<p>Student Engagement</p>	<p>Students are motivated, self-managing and actively involved in their own learning. They each contribute positively to the school community.</p> <p>Average attendance of at least 93%</p> <p>At least 70% of students participate in a significant extra- or co-curricular activity</p>	<ul style="list-style-type: none"> • Students contribute to goal setting, planning and assessment of learning • Strong pastoral care systems, encompassing a restorative approach to student discipline • Effective use of ICT in learning and teaching, supported by a reliable and high quality infrastructure. • Participation in co- and extra-curricular activities is encouraged, supported and recognised • A very high rate of attendance is highlighted as essential to students and their families/whanau. • Extra-curricular opportunities are effectively publicised and promoted to students • Participation costs are kept to a minimum • Student successes are celebrated and publicised
<p>School Organisation and Structures</p>	<p>Maintain and improve clear lines of communication, consultation and decision making.</p> <p>The quality of teaching and learning to be uniformly excellent across the school</p> <p>Improve collaboration with other schools, sharing good</p>	<ul style="list-style-type: none"> • Review effective of Vertical Forms/Waka Classes (Y9-13) (implemented 2016) • Further develop IT-based communications with students, family / whanau and the community through 'Edge' portal, Facebook, school website and online Daily Notices • Provide opportunities for students, staff, parents, whanau and community to contribute to school decision making and direction • Increased level of professional collaboration among teachers • Further adoption of Teaching as Inquiry strategies (as per NZC) • Participate in and contribute to a Community of Learning with other schools

	practice and supporting each other to reach common goals	
Personnel	Maintain a high quality professional teaching and support workforce	<ul style="list-style-type: none"> • Foster a strong sense of teamwork and commitment based on a shared vision for the school, within an enjoyable, collegial and ambitious environment • Provide high quality and relevant professional development opportunities • Appoint staff of the highest quality
Property	Maintain and improve existing property infrastructure Develop new facilities	<ul style="list-style-type: none"> • Carefully monitor (and if necessary, amend) 10 Year Property Plan and 5 Year Agreement. • Gymnasium renovation and extension • Upgrading of learning environments as required and resources allow
Finance	Operate school within available funding while minimising costs to parents and complying with legislative requirements	<ul style="list-style-type: none"> • Rigorous planning, careful spending and clear accountability for all school spending. • Careful management of banked staffing • Maintain or grow school roll • Attract fee paying international students

2017 Annual Goals

1. 85% of male school leavers to gain NCEA L2.
2. 70%+ of students (including sub-groups) in Year 0-8 will be At or Above the NS in Writing by the end of 2017.

Strategic Goal At least 85% of school leavers to achieve NCEA L2.	Annual Goal 85% of male school leavers to gain NCEA L2.		
Baseline data – 2016 NCEA data revealed a continuing pattern of boys’ achievement being below that of girls’ at NCEA (although above NZ Decile 4-7 boys’ averages). Roll based results show 75% (15 of 20 Y12 boys achieved L2, 91% of girls) and 67% (12/18 gained level 3 (girls: 85.7%). Leavers’ data with Level 2 or above:			
	2013	2014	2015
Males	62%	74%	74%
Females	71%	95%	100%
Key Improvement Strategies			
<ul style="list-style-type: none"> • Collaboratively use Teaching as Inquiry practices • Continue to increase student voice and attendance • Hold high expectations for student progress • Learning tasks to be varied and relevant • Literacy skills reinforced in all areas • Embed principles of Ka Hikitia to support Maori achievement at all levels • Offer courses accessible to students of all abilities • Study and career pathway options are clear to students to make informed decisions, with careers education in Y7-10 providing a foundation 			

What (examples)	Who	Indicators of Progress
<p>Collaboratively use Teaching as Inquiry practices: Learning intentions to be clear, reflection, effective use of achievement information, and feedback to be of high quality</p> <p>Increase student agency – using their input in decision making about curriculum provision and learning pathways</p> <p>High expectations for the progress and learning of all students.</p> <p>Learning tasks to be varied and relevant, including learning experiences through STAR and Gateway enhancing achievement; Offer courses accessible to students of all abilities</p> <p>Literacy skills reinforced in all learning areas</p> <p>Ensure Achievement Standard and Unit Standard credits are entered on MUSAC Edge and internal summary records ('Secondary Student Achievement') updated promptly and accurately throughout the year</p> <p>Embed principles of Ka Hikitia to support Maori achievement at all levels</p> <p>Identify students at risk of leaving school without NCEA L2 and implement personalised strategies identified through Academic Counselling.</p> <p>Students are supported in choosing courses of study that match their abilities, aspirations and interests</p>	<p>Teachers</p> <p>Teachers / students</p> <p>HODs / Teachers</p>	<p>Target students are individually identified; strategies are implemented, regularly monitored and supported by all teachers.</p> <p>Student voice and reflections informs next steps for learning, curriculum and provides feedback to teachers on effective pedagogy. Students are motivated and confident to meet learning challenges.</p> <p>Teachers inquire into student motivation. Expectations are clearly articulated by students and teachers. Community resources/settings/people are used to increase the relevance of classroom learning and teaching.</p> <p>All students meet NCEA Literacy requirements.</p> <p>Students, caregivers and teachers have access to an ongoing summary of achievement through school records</p> <p>Maori students' progress and achievement meets goals. Maori culture is valued and embedded in school practices</p> <p>All teachers actively developing pedagogical strategies to strengthen learning focused relationships, improved use of formative assessment and increased levels student engagement. Ongoing curriculum review and development will ensure students learning needs are being met. Academic counselling to be provided as required, to clarify goals, deadlines, course requirements and strategies to enable success.</p> <p>All students are mentored and advised as to the most suitable courses of study. Year 10 students demonstrate understanding of NCEA courses and assessment methods</p>

<p>Effective pedagogy and well-organised course delivery and effective assessment engage students and support their preparation to meet NCEA requirements.</p> <p>Achievement pathways and strategies needed by students to achieve at this level be clearly identified and promoted by teachers. Interventions put in place prior to Year 11 (and through Y11-13) to identify and support priority and 'at risk' students.</p> <p>Cornerstone Values are articulated and integrated into all school programmes</p>		<p>Students are motivated and well supported in meeting all assessment requirements in a timely manner. Students demonstrate increasing responsibility for their own learning and assessment. Ongoing, high quality feedback is provided to students. Student achievement information – reporting shifts in students' learning outcomes throughout the year, address students' learning needs and accelerate their progress.</p> <p>Academic excellence is a valued aspect of school culture; all students work to their potential in academic endeavours.</p> <p>Students enter Y11 well prepared for the demands of NCEA and with necessary support (eg Special Conditions Assessment, Counselling). Timely results are available to Waka teachers, deans, parents</p> <p>Students demonstrate Cornerstone Values in their interactions with others</p>
<p>Monitoring Teachers complete assessment and load results in SSA spreadsheet and on Edge in a timely manner. Teacher reflection – including student feedback – recorded on unit plans to inform next steps and future use of unit. Emerging knowledge of students and their progress is shared across departments. 'Academic Counselling' (and/or other strategies) implemented as required. HODs report progress and achievement data (and responses to it) to principal. Mid year report and end of year analysis of variance from principal to board</p>		

Strategic Goal Increased equity in student achievement.	Annual Goal 70%+ of students (including sub-groups) in Year 0-8 will be At or Above the NS in Writing by the end of 2017
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Baseline data: National Standards Writing 2015 (2014):

%	EoY 1	EoY 2	EoY 3	Year 4	Year 5	Year 6	Year 7	Year 8
Reading: below	(35) 46	(14) 32	(23) 26	(12) 50	(18) 16	(0) 11	(37) 35	(14) 32
Reading: at	(67) 38	(73) 41	(31) 32	(67) 33	(57) 62	(64) 56	(21) 18	(55) 23
Reading: above	(8) 17	(14) 27	(46) 42	(21) 17	(25) 22	(36) 33	(42) 47	(31) 46

Key Improvement Strategies

A clear and sustained focus on student *progress* will be prioritised over attainment.

Rubrics (for narrative, recount and report writing) used in 0-6 will be extended to Year 7-8

What (examples)	Who	Indicators of Progress
<p>Student progress is acknowledged and celebrated</p> <p>Rubrics (for narrative, recount and report writing) used in 0-6 will be extended to Year 7-8 (i.e from NZC Level 1 to Level 4). A progression of the rubric into Level 5 (and possibly Level 6) will be written (useful for Year 7-10).</p> <p>Individual and peer editing strategies to be used</p> <p>Collaborative teaching practices</p>	Teachers	<p>Student are recognised for progress in writing within class, wider school and communication with home</p> <p>An emphasis on surface features, vocabulary and idea generation will be evident in the teaching and learning of writing in all subjects. This includes spelling, punctuation, grammar, editing and handwriting</p> <p>Students will proof read and share ideas on the next steps in their own and peers' writing efforts.</p> <p>Teachers will share student achievement information and respond to this by jointly developing strategies to maximise student progress.</p>

<p>Teachers are committed to ensuring the progressions from Year to Year in Writing are well understood and clearly articulated.</p> <p>Students will be aware of their levels of achievement and have specific goals for progression and improvement.</p> <p>The development and demonstration of good quality writing skills will be a priority for all subject areas.</p> <p>Innovative strategies and programmes will be used to motivate and extend students of all abilities.</p> <p>An extra emphasis will be placed on supporting writing, including using diagnostic assessment and teacher observation to identify students with learning disabilities. Data and knowledge of students from previous teachers will also be shared.</p> <p>Teachers will share best practice and participate in professional development in this area.</p> <p>Resourcing (included Professional Development) will be made available as required.</p>	<p>Principal / BOT</p>	<p>All students will demonstrate at least one year's improvement in their writing skills of at least 1 year</p> <p>Students will be able to describe their progress, achievement and next steps to teachers and parents.</p> <p>Improved writing practices in all subject areas will be evident.</p> <p>Professional Development ideas/best practice will be shared, developed, implemented and impact reviewed.</p> <p>Students will be supported by teachers to produce portfolios of writing from across the curriculum and using many genres. Students will receive feedback about their writing, including next steps.</p> <p>Teachers will collaborate to identify weaknesses in student performance, suggest useful approaches to address these, trial them and report back to colleagues. Ideas from 'The Writing Workshop' PD (2016) will be embedded</p> <p>Teachers will have opportunities for ongoing professional development</p>
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Monitoring *How are we going – check student outcomes every term*
Where are the gaps? What needs to change if this is not working?

2017 Goals	Strategies	Personnel	Indicators of Progress
All students supported to achieve their full learning potential through participation in a consistently excellent	<p>Increase teacher collaboration.</p> <p>Teaching as Inquiry (as per NZC) practice is embedded in classroom pedagogy.</p>		<p>All teachers working together to share expertise and improve practice.</p> <p>All teachers incorporate inquiry processes in teaching practice.</p>

<p>learning community and environment.</p>	<p>Student <i>progress</i> to be prioritised over achievement data.</p> <p>Departmental reports to focus more closely on the scrutiny and evaluation of achievement information.</p> <p>The quality and impact of the curriculum will be continually monitored.</p> <p>More evaluation and use of pastoral data Improve inductions of new students, particularly during the school year.</p> <p>Professional Development to support the raising of achievement of boys and Maori.</p>		<p>Assessment information is used to inform teaching practice to accelerate student progress and enhance the quality of decision making and resourcing.</p> <p>At least one year's progress is made by students in every subject. Reports to caregivers emphasise progress where possible.</p> <p>Effective evaluation and reporting on the impact of programmes and initiatives on students.</p> <p>Students are able to identify areas of strength and areas for further development</p> <p>New student induction process is developed.</p> <p>Strengthen evaluation capability across all levels, including evaluation of student engagement</p> <p>Increased engagement and progress by boys and Maori</p>
<p>Enhanced Y7-10 curriculum development</p>	<p>Y7-10 curriculum to be increasingly responsive to students' identified strengths, needs and prior knowledge.</p> <p>Develop over-arching curriculum statement, with community consultation.</p>	<p>AM</p>	<p>Increased levels of student engagement and progress</p> <p>TAS Curriculum overview document further developed</p> <p>Improved coherence between the curriculum and implementation across the school, including Career Education at Y7-8.</p>
<p>Average attendance to be at least 92%</p>	<p>Full attendance to be actively promoted by staff.</p> <p>Teachers comply with Handbook procedures, including timely follow up of absent students.</p> <p>Incentives and recognition for students with outstanding (95%+) attendance.</p> <p>Support will be quickly targeted when poor attendance is noticed.</p>	<p>All teachers, PWJ</p>	<p>90%+ average attendance in all classes; sustained levels of student engagement and achievement</p>
<p>NCEA attainment of 90% at Levels 1, 2 and 3. At least 33% of</p>	<p>Students achieving Merit or Excellence NCEA endorsement in 2017 to be recognised by school</p>	<p>HODs, teachers Yrs 10-13</p>	<p>Students and teachers will see Merit and Excellence attainment as a worthwhile goal and high priority. A culture of striving for excellence will exist at all levels of the school.</p>

students at each level to gain 'Merit' or 'Excellence' certificate endorsement.	<p>through newsletters, assemblies and 'Academic' badge awards.</p> <p>Meeting 'Excellence' criteria will be the goal of task completion at Levels 1, 2 and 3</p> <p>Deans and waka class teachers to monitor progress of NCEA students and trigger interventions when necessary.</p>		<p>Students will seek to submit high quality work in all assessments, working to their potential and meeting deadlines.</p> <p>Recognition of excellent performance and intervention with students at risk of not achieving will support student achievement</p>
100% of NCEA Level 1 candidates to meet Numeracy and Literacy requirements	<p>Courses offered to NCEA candidates to support them to meet Numeracy and Literacy requirements</p> <p>Course outlines clearly show which credits are available for Numeracy and Literacy requirements in all subjects. Student achievement data to be monitored via SSA spreadsheet, fed back to students, faculty meetings and Waka Class teachers.</p> <p>Academic counselling to be initiated by Y11 Dean for targeted students.</p> <p>Extra support provided where required, including SPEC course for special needs students.</p>	Year 11 teachers, Dean, HODs	<p>Students complete NCEA numeracy requirements successfully. Appropriate Standards are identified in the Year 11 Handbook</p> <p>Students and their parents have a clear understanding of requirements. Support (eg advice, study & time management strategies, attendance, Special Conditions Assessment, extra tuition, Lexia) to be provided as required by students</p>
Parents, whanau and students to have access to up to date achievement and pastoral information	<p>Implementation and use of MUSAC Edge parent portal</p> <p>Caregivers informed promptly of significant pastoral concerns.</p>	PWJ	Improved communication with, and support from, parents and whanau for students.
Students and teachers to use ICT confidently learning and teaching.	<p>Update and maintain school ICT capability</p> <p>Online learning opportunities through FarNet network to be available to students in Y9-13</p> <p>Professional development of staff to support effective integration of ICT in learning & teaching and student management systems.</p> <p>Students to learn basic IT skills (eg word processing, website construction, email management).</p>	<p>GB, PWJ</p> <p>SH</p> <p>PWJ, GB,</p> <p>PWJ, classroom teachers</p>	<p>Renewing of obsolete, inadequate or damaged equipment as required</p> <p>Students will have access to high quality learning opportunities through online classes.</p> <p>Pedagogy to develop to fully integrate the effective use of ICT in learning and teaching. Teachers have the skills to utilize hardware, software and online available.</p> <p>Students have access to industry standard software and personalised learning opportunities through high quality software. Y7-10 Digitech classes implemented</p>

<p><i>Gifted & Talented Education:</i> Continue and grow strategies to meet the learning, developmental and social needs of gifted and talented students</p>	<p>Identify gifted and talented students and implement appropriate learning and teaching strategies through differentiation and fostering of higher thinking skills.</p> <p>Support identified students to prepare for taking NZ Scholarship exams (pending timetable constraints) and/or gain NCEA 'Excellence' endorsements. Provide opportunities for students to excel through ICAS competition, Science Fair, Wearable Art, Mathex, music exams and performance, sport and other opportunities.</p> <p>Provide accelerated learning pathways for identified students</p>	<p>PWJ, classroom teachers</p> <p>Teachers</p> <p>HODs, Teachers</p>	<p>Gifted and talented students achieve to their potential in their areas of ability.</p> <p>Gifted & talented students are successfully engaged in learning.</p> <p>Academic, sporting and artistic/cultural excellence to be valued and celebrated within the school culture and wider community. Gifted and Talented students to have opportunities to extend their abilities and express themselves in enjoyable and challenging contexts.</p> <p>Students have the opportunity to take NCEA Standards at a year level ahead of chronological age</p>
<p>Maintain commitment to Cornerstone Values approach to learning and teaching</p>	<p>One Cornerstone Value each term is highlighted. 2017: 1. Respect; 2. Duty; 3. Kindness; 4. Honesty</p>	<p>TK, GB all staff</p>	<p>All students and staff to be familiar with the meaning and application of the identified values. The values are to be evident in interactions within the school community. Displays on campus will highlight and promote CVs</p>
<p>Through the use of Gateway, STAR and Youth Guarantee programmes provide vocational learning experiences for senior students, meeting or exceeding TEC agreement requirements</p>	<p>Ensure that VPI and Gateway outcomes reflect meaningful coherent credit course options that enhance opportunities for students' future employment or training</p> <p>Provide suitable work experience and learning opportunities through Gateway programme. 2017 contract 41 students (20 credits each).</p> <p>Provide agriculture-based 'Vocational Pathway in Primary Industries' programme for appropriate Y12 students. Through liaison with NorthTec (and other providers) provide learning and qualification opportunities for students in other appropriate Vocational Pathways</p>	<p>AM, S Saunt</p> <p>JK, AM</p>	<p>Contractual obligations with funders met or exceeded. School leavers go onto appropriate employment or further training</p> <p>Students to gain L2 and L3 qualifications in a range of practice based skills and knowledge.</p>
<p>Career development and education to be included at all year levels (7-13).</p>	<p>Year 10 to have one hour per week timetabled for study pathway and career development. New Y7 – 8 Careers programme to be implemented.</p> <p>Individual career counselling for all Y11-13 students to be provided.</p>	<p>AM, SMT</p>	<p>Students to optimize flexibility and relevance in courses of study.</p> <p>Students are well informed about study and career pathways.</p> <p>To provide students with appropriate information and skills to facilitate entry to tertiary education and/or employment through school-wide careers and transitions programmes.</p>

	Youth Guarantee collaboration with other providers to be maintained and further developed.		
Continue to provide opportunities for Education Outside the Classroom in a safe environment.	EOTC experiences to be included in programmes at all year levels. The Duke of Edinburgh Hillary Award Scheme to be offered to students	AWM, all teachers	All students have the opportunity to experience high quality EOTC activities that support self-confidence, appreciation of the environment and social skills. Student self-confidence and leadership skills are developed

PROPERTY and FINANCE	Action	Personnel	Indicators of progress
To maintain an operating surplus	Sound financial management by budget holders, BOT and senior management avoiding overspending	GB, BOT	School financial position continues to remain sound
2013-17 5 Year (property) plan to be actioned	Building and renovation projects to proceed according to developed timeline, following consultation with staff and appropriate planning / consent / MoE approval procedures	GB, DK, BOT	Gym renovation complete advanced; all school facilities maintained to high standards.
School property, including grounds, equipment and buildings to be maintained	Maintenance and cleaning to be well resourced and carried out in an effective and timely manner. School buildings to be repainted under terms of Programmed Maintenance. School signage to be displayed to reinforce school values and motivation	GB, DK, GW, cleaners, Programmed Property Services	School property is well maintained and continually improved

HEALTH AND SAFETY			
Ensure a safe working environment for all students and staff, fully compliant with Health and Safety legislation	Health and Safety Committee continues to meet regularly to monitor and respond to H & S issues	GB, BOT, NH, DK, GW	A safe school environment is maintained
Electrical equipment tested and maintained NZ3760 standard	Test all electrical equipment and maintain equipment log.	DK, GW	All electrical equipment tested to comply with NZ3760

All staff to hold a current First Aid Certificate	Staff to undertake first aid training course through accredited provider (certificates valid for 2 years)	AM	All staff successfully complete First Aid training course.
ADMINISTRATION			
Review NZQA documentation and systems	Review 2015/16 QMS document.	PWJ	Updated document meets all NZQA requirements
To effectively manage school staffing entitlement	Principal and executive officer monitor staff usage through fortnightly 'SUE' reports	GB	School staffing entitlement is fully used (but not significantly over drawn).
All teachers to be competent in the use of MUSAC Edge and related programs	Run school based training sessions for staff. Computer hardware to reliably run the program	PWJ	All staff are competent using MUSAC Edge
Maintain and develop an attractive, informative and up to date school web site and Facebook page	Continue development of school web site and updating of Facebook page	PWJ	Reliable, easy to navigate and informative website is maintained.
Maintain accreditation for enrolling International Students.	TAS will remain equipped to cater for the needs of any foreign students.	GB, JB, AWM	Maintain links with local agents in the Whangarei area. Ensure any foreign student is well supported and has a positive experience. Keep informed with developments in the International student market. Accreditation documentation to be kept up to date

POLICY AND DOCUMENT REVIEW SCHEDULE – THREE-YEAR CYCLE

2017

<i>February</i>	<i>March</i>	<i>May</i>	<i>June</i>
<ul style="list-style-type: none"> • Charter • Annual report • Appoint BOT Officers • Staff Handbook • Delegation of Principal Authority 	<ul style="list-style-type: none"> • Passwords and Security • Treaty of Waitangi 	<ul style="list-style-type: none"> • Engagement with the Community • Professional Development 	
<i>August</i>	<i>September</i>	<i>October</i>	<i>December</i>
<ul style="list-style-type: none"> • Code of practice • Mid-year review 	<ul style="list-style-type: none"> • Healthy Eating • Protected disclosures 		<ul style="list-style-type: none"> • Complaints • Uniform • Media • Travel

<p style="text-align: center;"><i>February</i></p> <ul style="list-style-type: none"> • Charter • Annual report • Appoint BOT Officers • Staff handbook • Delegation of Principal Authority 	<p style="text-align: center;"><i>March</i></p> <ul style="list-style-type: none"> • Curriculum • Timetable • Timetable • Policy Appendix 	<p style="text-align: center;"><i>May</i></p> <ul style="list-style-type: none"> • Moderation • Assessment 	<p style="text-align: center;"><i>June</i></p> <ul style="list-style-type: none"> • Equal Opportunity • Digital Technologies • Sexual harassment • Staff Conduct and Discipline
<p style="text-align: center;"><i>August</i></p> <ul style="list-style-type: none"> • Child Protection • Mid-year Review 	<p style="text-align: center;"><i>September</i></p> <ul style="list-style-type: none"> • National Standards 	<p style="text-align: center;"><i>October</i></p> <ul style="list-style-type: none"> • Occupational Health and Safety • Occupational Health and safety procedures • Performance appraisal 	<p style="text-align: center;"><i>December</i></p> <ul style="list-style-type: none"> • Entertainment • Pay • Privacy

2018

2019

<p style="text-align: center;"><i>February</i></p> <ul style="list-style-type: none"> • Charter • Annual report • Appoint BOT officers • Staff Handbook • Delegation of Principal's Authority 	<p style="text-align: center;"><i>March</i></p> <ul style="list-style-type: none"> • Sun smart • Finance and Admin procedures • Financial Management 	<p style="text-align: center;"><i>May</i></p>	<p style="text-align: center;"><i>June</i></p> <ul style="list-style-type: none"> • Education Outside the Classroom • Principal's appraisal
<p style="text-align: center;"><i>August</i></p> <ul style="list-style-type: none"> • Mid-year review 	<p style="text-align: center;"><i>September</i></p> <ul style="list-style-type: none"> • Appointments • School House • Learning Support • Student Conduct and behaviour • Gifted and Talented Education (GATE) 	<p style="text-align: center;"><i>October</i></p> <ul style="list-style-type: none"> • Annual Review of Compliance with the Code of Practice for the Pastoral Care of International Students • International Student Fee Protection Policy • International Student Policies and Guidelines • International Students Strategic Plan 	<p style="text-align: center;"><i>December</i></p> <ul style="list-style-type: none"> • Board Governance • Board of Trustees meeting • Board Induction • Reporting to the board • Trustees Code of Conduct • Board of Trustees Committee • Responsibilities of the Principal • Chairperson's Role • Staff and student Trustees Board of Trustees Expenses

Board of Trustees Almanac 2017

<i>Month</i>	<i>Description</i>	<i>Responsibility</i>
February	14 Finance Committee 20 Business Meeting	Finance BOT
March	Annual finance report to auditor 14 Finance Committee 20 Business Meeting (Returning officer apt)	Finance Finance BOT
May	9 Finance Meeting 16 Business Meeting	Finance BOT
June	13 Finance committee 19 Business Meeting	Finance BOT
July	Fix date for student election (Sept) Mid Year Annual Plan Review	BOT Principal
August	1 Finance Committee 7 Business Meeting 17-19 NZ Area Schools Conference, Auckland	BOT
September	Student representative election 5 Finance Committee 11 Business Meeting	BOT Finance BOT

October	Budget prep – budget holders’ reports 24 Finance Committee 30 Business Meeting	Finance Finance BOT
November	Draft 2017 budget prep Principal appraisal Annual asset check Support staff agreements reviewed 28 Finance Committee	Finance BOT Chair BOT / EO Principal / BOT Finance
December	4 Business Meeting	BOT

Note – Discipline, Appointments and Property subcommittees will meet as required throughout the year

The following areas will have meetings scheduled as required during the year:

Policy Review	(Staff / BOT / PTA)
Strategic Planning	(Staff / BOT)
School self review	(Staff / BOT / PTA)
BOT self review	(BOT)
Curriculum development	(Staff / BOT)
Staff appraisal	(Staff / Principal)
Uniform	(Staff / BOT / PTA / Students)

Tertiary Charter

A Tertiary Charter, Tertiary Profile and Gateway Schedule is held at the school and is updated as required in accordance with TEC criteria.

Appendix

- 2017 approved budget