



South Westland Area School



Charter/Kawenata
2018 - 2020

For Wisdom We Strive

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School Statement

South Westland Area School is situated in the dramatic setting between the Tasman sea and the Southern Alps. Approximately 72kms from Hokitika and 75kms from Franz Josef Glacier.

Our school is the junior educational centre for Hari Hari and has a senior attachment that spans from Ross (38km North) and Franz Josef (75kms South).

The school serves the needs of five to eighteen year old students through out the region. It is classified as a U3 Area School with a decile rating of 5.

The school is fortunate to enjoy great facilities and is the 'hub' of the community. On site there is a community Library/Hall & gymnasium and these facilities are well used by our community.

Many students come from dairying families, while other families are involved in the vibrant tourist industry based around the glaciers. Our current roll is 93 students of which 17% are Maori.

Close co-operation exists between the seven schools in the South Westland cluster, and we are part of the active New Zealand Area Schools Network (ToSI) and our school participates in many annual sporting tournaments, cultural activities and leadership courses within these clusters.

All classrooms have computers linked to a central sever, plus access to the computer suite. Video Conferencing is used to support senior courses and is also used to receive a vibrant P.D. programme.

The school takes advantage of the local opportunities for outdoor education. We have our own outdoor recreation/environmental education base on a remote stretch of coastline in South Westland. We also run camps, tramps, ski trips and outdoor activities. The school owns a fleet of optimist yachts, kayaks an 11 seater minibus and two 7 seater vans.

The schools programme and timetable is divided into the eight learning areas, with teachers being curriculum co-ordinators. We have an active staff development programme which works in conjunction with the Appraisal System to encourage and challenge teachers to continue their professional development.

We have a dedicated staff, great students and supportive parents. We work together to make South Westland Area School a place of learning and achievement.

At South Westland Area School our Mission Statement is:

Prepare students to meet the demands of life confidently.

Ensure effective, efficient use of available resources



We aim to achieve this by continually developing classroom programmes that are closely aligned to the National Curriculum statements and emphasise the teaching of the key competencies

South Westland Area School

Mission Statement

**Prepare students to meet the demands of life confidently
Ensure effective, efficient use of available resources**

Aims

To deliver learning outcomes based on the underlying principles set out in the National Education Guidelines (NEGs)
To implement programmes based on the National Education Goals and National Curriculum Statements

Objectives

Each year the Board of Trustees, through the Principal, Staff & consultation with the school community, will develop revise or confirm its Curriculum Development Plan.

South Westland Area School students are prepared to:



For Wisdom We Strive

Recognising New Zealand's Cultural Diversity

South Westland Area School, as appropriate to its community, will develop practices that reflect New Zealand's cultural diversity and the unique position of Maori. In recognizing the unique position of Maori, South Westland Area School will take all reasonable steps to provide instruction in Tikanga Maori (Maori culture) and te reo Maori (Maori language) for full time students whose parents request it.

To achieve this, the school will:

- Use commands, directions, greetings and simple mihi throughout the school. Include element of Maori, within each curriculum area, e.g. waiata, art form, carving, writers, myths and legends, natural world, use of resources, historical contexts, treaty studies, Maori technologies
- Involve the Maori community in identifying the needs of their students
- Set achievement targets, monitor and improve the achievement of Maori students
- Offer Maori as a correspondence subject at Yr 9 - 13

- Actively participate in developing E-Learning opportunities for Maori teaching via The Correspondence School or Video Conferencing
- Erect Maori signage around the school



New Zealand School Curriculum Values

Excellence
Innovation, inquiry and curiosity
Diversity
Equity
Community and participation
Ecological sustainability
Integrity
Respect

At South Westland Area School we care for ourselves, others and our environment by showing:

Respect
Whakaute

Honesty
Harakore

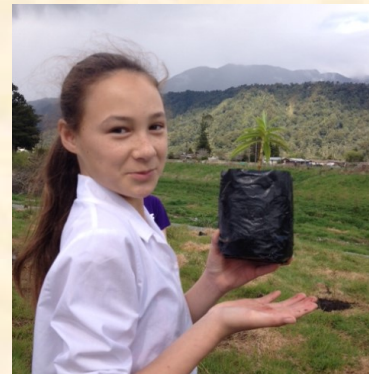
Tolerance
Manawanui

Excellence
Hiranga





What do you want our
students to look like
when they finish school?



What do you want our students to look like when they finish school?

(based on parental consultation)

- Life long learner
- Happy
- Goal setter
- Value money
- Have idea of career path
- Self disciplined
- Punctual
- Knowledge of other language
- Integrity
- Enjoy learning and physical activity
- Good communicator
- Flexible/adaptable
- Understanding nature
- Practical life skills
- Racially/spiritually aware
- Honest
- Use initiative
- Enterprising
- Technologically aware
- Appreciative
- Caring



- Have a good sense of belonging
- Curious/enquiring
- Independent
- Sense of community
- Self aware
- Respectful
- Responsible
- Tolerant
- Literate/Numerate
- Confident
- Environmentally aware



School Overview

Our School

We have a Principal, 11 full time teachers, 4 part time teachers, two full time office staff, an arts co-ordinator, a sports co-ordinator, a Cactus coach and one full time and one part time support staff working with special needs and in the library. We also have a caretaker and three cleaning staff.

South Westland Area School is located in Hari Hari, a small township of about 350 people. It is 70 km south of Hokitika and 75 km north of Franz Josef.

The school covers 3 hectares, consisting of an administration block, teaching blocks, Gymnasium, art room, computer suite, technology rooms, library, heated pool, horse arena, caretakers workshop/boiler and storage facility.

The school grounds consist of two asphalt areas, both of which are marked for court games, an adventure playground and a large grassed area which is well maintained and in excellent condition.

We are a decile 5 school with 60 families which includes 12 Maori families. We are a middle socio-economic group with a significant group of parents working full or part-time. Parents are available to help in the classrooms, go on school trips and camps and be involved with other school events.

Governance/Management Structure

A hard working Board of Trustees, chaired by Annie Hughes, has a clear strategic vision for the school. Every curriculum/learning area has a lead teacher who is responsible for the preparation and delivery of the curriculum. They play a key role in ensuring teaching staff have the best possible programmes and resources which are harnessed and directed at further enhancing student achievement.

Staff

Teachers and support staff display a genuine passion for what they do. Teachers are extremely well qualified and dedicated. This commitment is evidenced in part through the wide range of curricular and extra-curricular activities they provide to their students. They work diligently to establish meaningful learning relationships with every student in their care.

Facilities

Special facilities exist for the teaching of Technology with a Hard and Soft Tech suite. As well there is a well-equipped science laboratory, gymnasium, swimming pool, library, music suite, VC suite, a major sports field, horse arena and an arts room.

School Environment

Location

South Westland Area School is a small rural decile 5 school providing for 96 students from Year 0 to 13. The school is situated in Hari Hari, a small rural township serving a predominantly farming community, 70km south of Hokitika.

Our school roll has remained static over a number of years. We have students from the Hari Hari township and surrounding area as well as students travelling from Ross (38km to the North) to Franz Josef (75km to the south).

Structure

South Westland Area School is an area school, Yr 0 - 13+ with 3 hectares of grounds providing a pleasant, attractive environment.

The school is arranged in two areas; Primary & Secondary. We encourage students to mix widely with all ages.

South Westland Area School has a senior management team comprising the Principal and three Senior Managers. Every teacher is responsible for ensuring appropriate learning and behaviour in their classes. Where assistance is required the form teacher/class teacher is the heart of the school's discipline and also complements the pastoral support services provided by the Guidance teacher. Every subject has a T.I.C. who is responsible for the preparation and delivery of the curriculum,

the organisation of appropriate equipment and resources and the support of the teachers in maximizing student progress. There is a strong student support ethos, with guidance available from form teachers, teachers and guidance staff.

Teaching Classes

A high priority is given to keeping all classes as small as possible. Opportunities are being offered for students to work at a pace appropriate to their achievement.

Students and teachers are far better able to know each other, and teachers therefore are able to more effectively cater for the individual needs of their students. Of equal significance has been the emphasis placed on programmes which promote student thinking and independence in their learning. There is an opportunity for programmes to be cross-curricular, and an expectation that as much importance is placed on the process of learning as on the content and product of that learning. An emphasis on the use of technologies is also central to the approach expected. This approach is consistent with the requirements placed on the school to give particular attention to numeracy and literacy.

About our School

Newsletters

Regular communication with the home is seen as an important feature of the school. Approximately twenty school newsletters are published each year, and distributed every second Thursday. These are distributed through out our larger community by printing extra copies that are placed in Ross, Whataroa and Franz Josef dairies. We also have an extensive email tree that incorporates many families & friends of the school, also the press, radio and local M.P's. Additional newsletters are also sent home to keep caregivers informed of special occasions and events. These are also available on our web page.

The Prospectus is given to all families during December and includes vital information for reference throughout the year, such as the school calendar, qualifications and assessment details, and matters of an administrative nature.

Uniform

All students (except Yr 12/13) must wear correct uniform at all times. Every endeavour has been made to adopt a uniform which is fair, practical, inexpensive and suitable for the school. It is reviewed by the Board of Trustees when necessary.

Fees

The parent contribution is a donation towards covering part of the cost of sports equipment, magazines, educational, cultural and sports activities for which the Government funds are not available.

Charges are also made to cover part of the cost of project materials used in some subjects, such as specialist Technology and Art.

Extra-Curricular Activities

Students are encouraged to participate in a wide variety of sporting, cultural, leadership and social activities, as well as a variety of opportunities to provide service to others. Assistance from interested parents is welcomed and valued.



About our School

Location	Hari Hari
Ministry Number	0306
School Type	Area School (composite) Yr 0 - 13
Teaching Staff	12.00
School Roll	93
Gender Composition	52% Male 48% Female
Ethnicity	NZ Pakeha 71% Maori 17% Other 6%
Special Features	Yr 0-13 Students Gymnasium, equine arena, heated swimming pool, community library

Community

Parents/Caregivers

South Westland Area School values a close liaison with families and encourages all sections of the community to see the school as their school. All parents and caregivers of South Westland Area School students are welcome in the school and are greatly valued for the support they offer.

During the year students are issued with two written reports which detail progress and comment on attitude and work habits. There is also a meet-the-teacher day organized for parents to discuss the progress of their sons and daughters with the teachers. In addition, parents who have particular concerns about matters affecting the progress of their sons or daughters are urged to discuss these with staff.

Maori Community Involvement

South Westland Area School has a strong commitment to the Treaty of Waitangi and actively pursues enhanced educational opportunities for its Maori students. We would welcome parental support in this.

Board of Trustees

This is the governing body of the school to which are elected parent, staff and student representatives. These elections are held every three years (except for student representatives who are elected annually).

The current Chairperson is Mrs Annie Hughes. Monthly public meetings are held at the school, and notification of the dates are included in the regular school newsletter.



Community

Gateway

In 2005 South Westland Area School joined the 'Gateway' programme and funding is received for this purpose from the TEC. The need for students to understand the relationship between their school learning, and business and employment has long been recognized as important. The school is fortunate in being part of the 'Gateway' initiative, in which students have a variety of opportunities to experience the commercial environment. A feature of the Gateway programme is the inclusion of work-based assessment from which there is the opportunity to gain unit standards. A significant number of senior students now spend time in work situations organised in close consultation with the appropriate staff. While this sees a continuation of the experiences those involved in the past have through courses such as Hospitality and Tourism, it also provides opportunities for others not enrolled in courses which have such a direct employment link to become familiar with employment possibilities in line with their skills and interests.



Our Expectations

Teachers

- Model & implement the school values
- Articulate and implement the school beliefs
- Are quality teachers as described
- Use effective pedagogy
- Emphasis the positive effects in their teaching

Children

- Take increasing responsibility for managing their learning and behaviour
- Respect themselves, others and property
- Are confident, curious and willing to try new things
- Feel safe and supported
- Believe in excellence
- Feel safe and supported

Board of Trustees

- Sets the vision for the school in consultation with the school community
- Is proactive in its operations and decision making processes
- Meets all legal requirements - NEG's and NAG's
- Is focused on supporting student learning and achievement

Leadership Team

- Provides quality leadership to the school
- Supports, values and empowers others
- Ensures quality teaching and learning is paramount
- Encourage Excellence
- Monitors progress towards school goals
- Communicates effectively with the BoT, parents and wider community
- Works to maintain quality relationships
- Work as lead teachers

Support Staff

- Feel valued and are part of a team
- Support the school and its aims
- Care for students
- Are positive and professional

Environment

- Provides flexibility around how and where children learn best
- Caters for the diverse learning needs of our children
- Is safe and well maintained

Parents

- Feel welcome and included
- Encourage their child in all aspects of their schooling
- Support their child's learning in partnership with the class teacher
- Keep well informed about what is happening at school
- Assist with school activities when they can
- Ensure their child arrives on time and prepared for the school day

We Believe:

- That raising the quality of pupil-teacher interactions is key to improving student achievement
- That teachers play a vital role in stimulating student achievement - teacher expectations and enthusiasm, teacher credibility
- In an individualised and differentiated classroom
- Multi-level classes are an advantage to peer learning
- In the use of data in planning and decision making

A Quality Teacher is:

- Confident in his or her knowledge base (not just subject base)
- Someone who seeks and maintains positive relationships
- Someone who appreciates the school and community values
- Respectful of the multi-cultural values of our wider community
- Reflective
- Able to communicate effectively
- Personable
- Organised
- A team member
- Visionary and responsive to change
- A person who regularly provides students with constructive feedback
- Flexible and able to catch the moment
- Able to model high expectation
- Inclusive
- A motivator who is self motivated
- Valued and appreciated
- Someone who values the importance of accepting personal responsibility

Effective Pedagogy in our teaching:

- Creates a supportive learning environment
- Encourages reflective thought and action
- Enhances the relevance of new learning
- Facilitates shared learning
- Makes connections to prior learning and experience
- Provides sufficient opportunities
- Inquires into the teaching-learning relationship

We emphasise these positive effects in our teaching:

- Critical innovations
- Feedback and feed forward
- Setting of appropriate, specific and challenging goals
- It is what we do that makes a difference
- The introduction of most teaching and school influences merely impacts on the probability of the presence of feedback and challenging goals

Life-Long Learning includes ensuring:

- students are able to follow a process to achieve a goal
- students are actively involved and engaged
- positives are identified and celebrated
- areas for improvement are identified and supported
- students feel safe confident
- desirable attitudes are fostered, including:
 - Seeing and seizing opportunities
 - Taking ownership of learning
 - Independence and taking responsibility
 - Curiosity
 - Self belief
 - Managing and coping with change
 - Resilience and persistence
- learning strategies are taught and used
- good learning habits are being modeled
- a physical environment exists which stimulates and encourages learning
- SOLO are skills learnt and used, and thoughtfulness is encouraged.

To Bring About Change we need to:

- maintain an open and honest system of communication which identifies areas for attention
- foster personal reflection
- facilitate reflective practice in our way of working
- encourage staff to recognize the need for change and be prepared to act upon it
- identify and celebrate the positive
- develop a culture of high expectations including the modeling of high standards
- provide robust support systems at departmental and school-wide levels
- develop a robust appraisal system which fosters identification of need
- ensure appropriate professional development is provided to all staff and taken up

Quality Pedagogy

Objective	Strategies	Measure
Highly effective appointments process	<ul style="list-style-type: none"> Appointment policy and procedures followed Proactive measures to ensure a strong field of applicants 	<ul style="list-style-type: none"> Policy reviewed as per cycle Appointments in line with EEO
The appraisal system is part of the culture of on going continual improvement	<ul style="list-style-type: none"> Review appraisal process to ensure it is effective and based on a model of values, principles and practice. Targeted Professional Development for appraisers 	<ul style="list-style-type: none"> Process reviewed and any changes adopted Professional Development is undertaken
Committed teachers who inspire, motivate, and engage students to achieve personal excellence	<ul style="list-style-type: none"> Professional development plan Acknowledge, recognise, affirm and reward teachers School leaders articulate and model excellence in professional attitudes and behaviours 	<ul style="list-style-type: none"> High attendance AsTTle results National Standards PAT 6yr old net STAR MIDYIS testing Yr 9/10 Learning intentions - success criteria for units Fortnightly Reports - Yr 7 –Yr 13
Staff build meaningful learning relationships with all students	<ul style="list-style-type: none"> Targeted Professional Development Opportunities provided for staff to build such relationships e.g. sports, extra curricular activities 	<ul style="list-style-type: none"> Anecdotal observation Student feedback forms
Systems and processes to support quality teachers	<ul style="list-style-type: none"> Diagnostic testing, e.g. AsTTle, to support and improve learning Implement Collaborative Innovation action plan Robust beginning teachers programme Ongoing induction programme for new staff 	<ul style="list-style-type: none"> Results available for analysis by teachers Action plan evaluation Beginning teachers gain full registration Programme developed and implemented Professional Development is undertaken

Excellent Personal Achievement

Objective	Strategies	Measure
Students are doing their best	<ul style="list-style-type: none"> • Extended career programme • Curricular development matches student needs • Teachers articulate and model consistently high expectations for students to do their best • Timetable allows students to follow their chosen pathway 	<ul style="list-style-type: none"> • Greater number of students involved • More students have a learning focus towards a goal • Improved attendance • Fewer detentions • Increase in Merit and Excellence grades • Improvement in asTTle results from Term 1 to Term 4
Acknowledge and celebrate excellence and achievement	<ul style="list-style-type: none"> • Exemplars of 'excellence' are available for students • A range of acknowledgements for excellent achievement, e.g. news letters, etc. • To develop a photographic record of past and current achievers 	<ul style="list-style-type: none"> • All students gain Junior Diploma • Photo gallery developed

Engaged Students

Objective	Strategies	Measure
Pedagogical practice meets the changing learning needs of students	<ul style="list-style-type: none"> • Implementation of New Zealand Curriculum • Targeted Professional Development • Differentiation lessons are planned and delivered 	<ul style="list-style-type: none"> • Schemes of work reflect New Zealand Curriculum • Have vibrant classrooms (student buzz) • Classroom observations reflect current research and practice
Curricula which meet the individual needs of students' interests and abilities	<ul style="list-style-type: none"> • Survey student and community needs regarding courses available 	<ul style="list-style-type: none"> • Analyse results • Action as required
Students are life-long learners	<ul style="list-style-type: none"> • Key competencies are fostered to become daily habits • Career planning and goal setting is undertaken by all students Yr 7 - 13 	<ul style="list-style-type: none"> • Analysis of qualitative and quantitative data on improved learning

A Safe School

Objective	Strategies	Measure
To have clearly defined expectations, rights and responsibilities for students.	<ul style="list-style-type: none"> • Students agreement is promoted • On-going consultation and review to determine appropriateness and relevance of expectations 	<ul style="list-style-type: none"> • Code of Conduct is agreed to and followed by all students • Decrease in number of detentions • Decrease in stand-downs (and suspensions) • Increase in attendance
Staff support and apply the expectations in a consistent and positive manner.	<ul style="list-style-type: none"> • Senior Management team to foster consistency from all staff and follow up when repeated patterns occur 	<ul style="list-style-type: none"> • Decrease in class removals
To have empowered students	<ul style="list-style-type: none"> • Student council positively impact on school • Students take ownership of their own actions and participation in their learning 	<ul style="list-style-type: none"> • Positive impact on school spirit
Issues arising in our changing community/society are addressed.	<ul style="list-style-type: none"> • Engaging outside agencies and practices to ensure a safe school 	<ul style="list-style-type: none"> • Student survey related to safety

Positive Partnerships

Objective	Strategies	Measure
Effective communication with our school community	<ul style="list-style-type: none"> • Utilise ICT • Newsletters (regular) • BoT to survey/phone parents 	<ul style="list-style-type: none"> • Parents engaged in school activities • Quantitative data (phoning/surveys)
Increase investment with local communities and business	<ul style="list-style-type: none"> • Establish and develop business partnerships • To implement the Enterprise for Education plan 	<ul style="list-style-type: none"> • Increase in financial and/or intellectual support

Physical Resources

Objective	Strategies	Measure
To have facilities that meet the learning needs of all students	<ul style="list-style-type: none"> • The Board of Trustees reviews the 5 Year Agreement to ensure it meets the strategic themes of the school • The 10 Year Maintenance Plan is reviewed 	<ul style="list-style-type: none"> • Priorities are determined and actioned • Priorities are determined and actioned
Every classroom has future focused resources and facilities	<ul style="list-style-type: none"> • Identify and provide facilities and resources for classrooms • Develop and implement ICT plan • Staff have appropriate Professional Development to use ICT resources 	<ul style="list-style-type: none"> • Evaluate ICT
Have well landscaped grounds that engage students	<ul style="list-style-type: none"> • On going consultation with staff and students with the landscape plan 	<ul style="list-style-type: none"> • Improved physical environment



National Education Guidelines

Education is at the core of our nation's effort to achieve economic and social progress. In recognition of the fundamental importance of education, the Government sets the following goals for the education system of New Zealand.

The Board of Trustees is obligated to ensure that it governs the school in such a way that the National Education Guidelines are met.

These guidelines consist of a set of National Education Goals (NEG's) which this school implements by constructing and reviewing its policies and practices annually.

The implementation of the teaching programmes, content and methodology are identified by the Curriculum as expressed in each of the departmental schemes.

The administration of the school governance and management practices reflect the National Education Guidelines (NEG's)

National Education Goals

The government sets the following goals for the education system:

1. The highest standards of achievement, through programmes which enable all students to realise their full potential as individuals, and to develop the values needed to become full members of New Zealand's society.
2. Equality of educational opportunity for all New Zealanders, by identifying and removing barriers to achievement.
3. Development of the knowledge, understanding and skills needed by New Zealanders to compete successfully in the modern, ever-changing world.
4. A sound foundation in the early years for future learning and achievement through programmes which include support for parents in their vital role as their children's first teachers.
5. A broad education through a balanced curriculum covering essential learning areas. Priority should be given to the development of high levels of competence (knowledge and skills) in literacy and numeracy, science and technology and physical activity.
6. Excellence achieved through the establishment of clear learning objectives, monitoring student performance against those objectives, and programmes to meet individual need.
7. Success in their learning for those with special needs by ensuring that they are identified and receive appropriate support.
8. Access for students to a nationally and internationally recognised qualifications system to encourage a high level of participation in post-school education in New Zealand.
9. Increased participation and success by Maori through the advancement of Maori education initiatives, including education in Te Reo Maori, consistent with the principles of the Treaty of Waitangi.
10. Respect for the diverse ethnic and cultural heritage of New Zealand people, with acknowledgement of the unique place of Maori, and New Zealand's role in the Pacific and as a member of the international community of nations.



The National Administration Guidelines

(as amended by notice published in the New Zealand Gazette March 2004)

In order to ensure the National Education Goals are met, the Boards of Trustees and Principal are required to follow sound governance and management practices involving curriculum, employment, financial and property matters applying to schools, and the Board of Trustees' Code of Conduct. Further details of these requirements are found in the relevant legislation, appropriate contracts of employment, property occupancy documents and, from time to time, guidelines promulgated by the Secretary for Education.

Nag 1: Curriculum

Nag

Each Board of Trustees is required to foster student achievement by providing teaching and learning programmes which incorporate the National Curriculum (essential learning areas, essential skills and attitudes and values) as expressed in National Curriculum Statements 2007 or Te Marautanga o Aotearoa;.

Each Board, through the Principal and staff is required to:

- I. develop and implement teaching and learning programmes:
 - a. To provide all students in Yr 1 - 10 with opportunities to achieve for success in all areas of the New Zealand curriculum;
 - b. Giving priority to student achievement in literacy and numeracy especially in Yr 1 - 8;
 - c. Giving priority to regular quality physical activity that develops movement skills for all students, especially in Yr 1-6;
- II. through a range of assessment practices, gather information that is sufficiently comprehensive to enable the progress and achievement of students to be evaluated; giving priority first to:
 - a. Student achievement in literacy and numeracy, especially in Yr 1 - 8

Policy

Evidence

- Students Achievement Policy and Procedures
- Assessment procedures e.g. STAR, AsTTle etc
- Reporting
- Curriculum plans
- Key Competencies
- Numeracy/Literacy
- National Standards



Nag 1: Curriculum

Nag

- b. Breadth and depth of learning related to the needs, abilities and interests of students, the nature of the school's curriculum, and the scope of The National Curriculum as expressed in The New Zealand Curriculum ;
- III. on the basis of good quality assessment information, identity students and groups of students:
 - a. Who are not achieving
 - b. Who are at risk of not achieving
 - c. Who have special needs (including gifted and talented students); and
 - d. Aspects of the curriculum which require particular attention;
- IV. develop and implement teaching and learning strategies to address the needs of students and aspects of the curriculum identified in III;
- V. in consultation with the school's Maori community, develop and make known to the school's community policies, plans and targets for improving the achievement of Maori students; and
- VI. provide appropriate career education and guidance for all students in Year 7 and above, with a particular emphasis on specific career guidance for those students who have been identified by the school as being at risk of leaving school unprepared for the transition to the workplace or further education/training.

Policy

Evidence

- Gifted and Talented procedure
- RTLB/RTLit support
- Board of Trustees departmental and management reports
- NCEA results
- Professional Development
- Essential skill diagnostic material
- Guidance systems
- Community surveys
- Gateway Programme
- STAR courses
- Career procedures
- Health programmes



Nag 2: Document and Self Review

Nag 2

Each Board of Trustees with the Principal and teaching staff is required to:

- I. develop a strategic plan which documents how they are giving effect to the National Education Guidelines through their policies, plans and programmes, including those for curriculum, assessment and staff professional development;
- II. maintain an ongoing programme of self-review in relation to the above policies, plans and programmes, including evaluation of information on student achievement; and
- III. report to students and their parents on progress and achievement of individual students, and to the school's community on the progress and achievement of students as a whole and of groups (identified through Nag 1 (III)) including the achievement of Maori students against the plans and targets referred to in Nag 1 V.



Policy

Evidence

- Charter
- Strategic Plan
- Policy/Procedure reviews and evaluations
- Board of Trustees report
- Course evaluations
- Annual Plans
- Self review
- Curriculum reviews
- School development plan



Nag 2: Document and Self Review

Nag 2a* (Attainment report retained by SWAS) Policy

Where a school has students enrolled in Years 1-8, the Board of Trustees, with the Principal and teaching staff, is required to use National Standards to:

- I. Report to students and their parents on the student's progress and achievement in relation to National Standards. Reporting to parents in plain language in writing must be at least twice a year;
- II. report school-level data in the Board's annual report on National Standards under three headings
 - a. School strengths and identified areas for improvement;
 - b. The basis for identifying areas for improvement; and
 - c. Planned actions for lifting achievement.
- III. Report the Board's annual report on:
 - a. The numbers and proportions of students as, above, below or well below the standards, including by Maori, Pasifika and by gender (where this does not breach an individual's privacy); and
 - b. How students are progressing against the standards as well as how they are achieving.

These requirements do not apply to Boards of Trustees that are working towards implementing Te Marautanga o Aoteroa until 2 February 2011.

Evidence

- National Standards report to parents
- National Standards report to the Board of Trustees
- * National Standards have been replaced at SWAS by Expected Curriculum Levels (ECL) following Nag Update in December 2017.



Nag 3: Personnel

According to the legislation on employment and personnel matters, each Board of Trustees is required in particular to:

- I. develop and implement personnel and industrial policies, within policy and procedural frameworks set by the Government from time to time, which promote high levels of staff performance, use educational resources effectively and recognise the needs of students; and
- II. be a good employer as defined in the State Sector Act 1988 and comply with the conditions contained in employment contracts applying to teaching and non-teaching staff.

Evidence

- Attestation/Appraisal procedure
- Equal Employment Opportunities
- Appointment procedures
- Leave procedures
- Smokefree procedure
- Collective employment agreements
- Privacy procedure
- Complaints procedure
- Traumatic incident procedures
- Protective Disclosure procedures



Nag 4: Property Management/Finance

According to legislation on financial and property matters, each Board of Trustees is also required in particular to:

- I. allocate funds to reflect the school's priorities as stated in the charter;
- II. monitor and control school expenditure, and ensure that annual accounts are prepared and audited as required by the Public Finance Act 1989 and the Education Act 1989;
- III. comply with the negotiated conditions of any current asset management agreement, and implement a maintenance programme to ensure that the school's buildings and facilities provide a safe and healthy learning environment for students.

Evidence

- Financial Management policy
- Annual Financial Report
- Departmental budgets
- Property Management 10yr plan
- Health and Safety Procedure
- School audits



Nag 5: Health and Safety

Each Board of Trustees is also required to:

- I. provide a safe physical and emotional environment for students;
- II. promote health food and nutrition for all students;
- III. comply in full with any legislation currently in force or that may be developed to ensure the safety of students and employees.

Evidence

- Health and Safety policy
- Emergency evacuation procedures
- Administration of First aid procedures
- Ground supervision
- OSH reports
- Promote healthy food and nutrition for all students
- Make only healthy options available where food and beverages are sold on school premises



Nag 6: Administration

Each board of Trustees is also expected to comply with all general legislation concerning requirements such as attendance, the length of the school day, and the length of the school year.

Evidence

- Schools Administration policy
- Attendance and truancy
- Stand-down and suspension
- Enrolment
- Copyright procedures
- Treaty of Waitangi
- Education Act
- Ministry of Education audits



South Westland Area School Charter 2019

Principal:

A handwritten signature in black ink, appearing to read 'Mark Caplen'.

Dr Mark Caplen

Board Chair:

A handwritten signature in black ink, appearing to read 'Annie Hughes'.

Mrs Annie Hughes

Submission date: 5 February 2019