

# HAVELOCK SCHOOL

TE WHARE KURA O TE HOIERE



*Learning for Life*  
*Mauri Ora nā Akoranga*

## CHARTER 2017





# THE CHARTER

## THE FRAMEWORK / PLANNING & REPORTING CYCLE

### Introduction

The charter, in whatever form it takes, binds local delivery of the curriculum to national goals and objectives. It also allows for the inclusion of local curriculum goals and objectives. All school charters incorporate the mandatory National Education Guidelines comprising the National Education Goals (NEGs) and National Administration Guidelines (NAGs). These have been updated over time since first written in 1991.

The needs of the children and their learning shall be the focus of this charter. By following the guiding principles of the charter, the Board of Trustees will ensure that all students are given an educational

opportunity that enhances their learning, builds on their needs and respects their dignity. This education shall challenge them to achieve personal standards of excellence and to reach their full potential. All school activities will be designed to advance these purposes. This will be achieved through a partnership between the school, its community and the Minister under the provisions of the Education Act and its amendments.

The Board of Trustees vouches for the authenticity of the Charter, which has arisen out of consultation over time with the groups and individuals that make up the school community.

### Purpose (section 61 (2) Education Standards Act 2001 088)

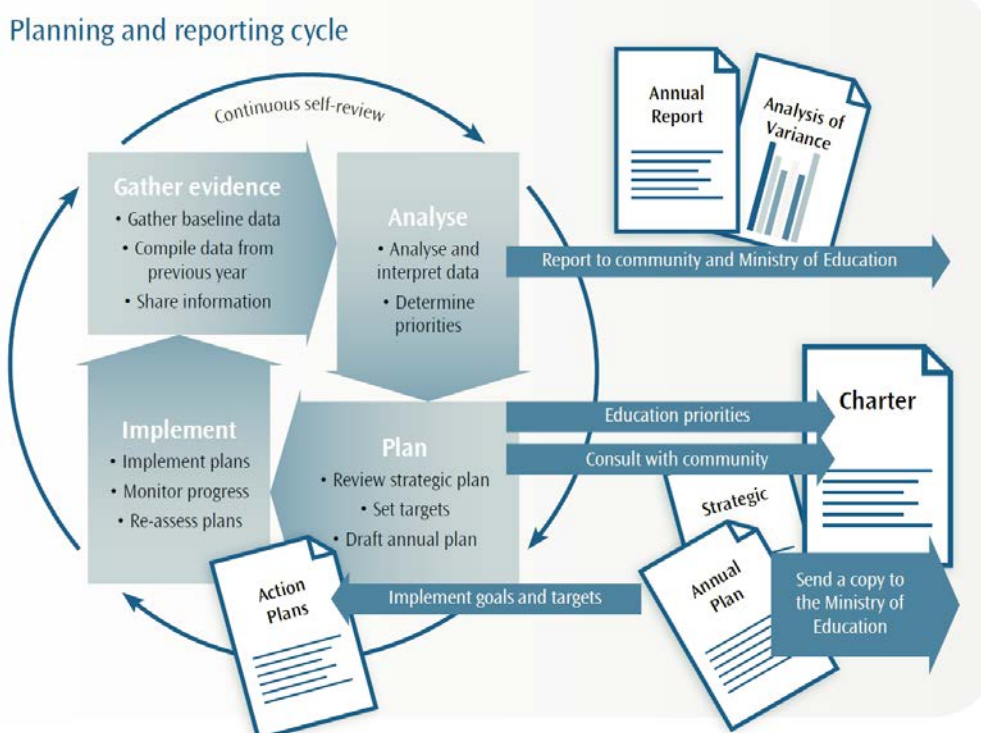
*The purpose of a school charter is to clarify the vision and establish the mission, values and principles, and set goals, objectives, aims, targets and actions of the Board that will give effect to the Government's national education guidelines and the Board's priorities.*

### Charter Undertaking

- 1 This Charter is an undertaking by the Board of Trustees of Havelock School to the Minister of Education.
- 2 The Education Review Office will review regularly the operation of the school and its progress in meeting its Charter objectives.
- 3 This Charter will remain in force until such time as it is amended in accordance with the provisions of the Education Act 1989 and its amendments or is withdrawn by the Minister of Education.
- 4 The Board of Trustees will take all reasonable steps to ensure that the school meets the Goals and Objectives of this Charter within the resources and time available to it, in accordance with Section 79 of the Education Act 1989.
- 5 The Government's commitment to education is to provide funding for salaries and the operation of schools out of money appropriated by Parliament in accordance with Section 79 of the Education Act 1989.
- 6 The partnership between the school and its community will play a vital part in achieving the Goals of the Charter.
- 7 The Havelock Board of Trustees agrees to govern the school so as to ensure that the School's operations take into account the National Education Guidelines and reflect both the content and the spirit of this Charter.
- 8 The Board of Trustees of Havelock School accepts the obligation to adhere to all relevant Acts of Parliament, National Guidelines for Education, regulations, and employment agreements as they relate to the school.

### Acceptance

Given the electronic age in which we now live, there is no formal requirement to make binding this document with a penned signature. On acceptance by the Ministry ([https://web.minedu.govt.nz/eAdmin/sia\\_login.asp](https://web.minedu.govt.nz/eAdmin/sia_login.asp)) a letter advising same will be attached to the *official* copy which will be stored on site for inspection.





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~ A ~

## INTRODUCTORY SECTION

### The Community

The school district comprises two generally distinct parts - Havelock Township and the Kaituna Valley, often called Havelock Suburban. The school also draws students from the fringe areas of Mahakipawa, Linkwater, Blackball (incl Kaiuma), Wakamarina and Okaramio. The school bus services only the Kaituna Valley and so where eligible, transport allowances or parental desire support attendance at Havelock. From time to time students come from further afield namely Anakiwa, The Grove, Renwick and even Blenheim.

Most families in the area gain income from aquaculture, farming, cropping, forestry and tourism or the related service industries. Mussel and salmon farming/processing contributes much to the local economy and along with forestry and tourism collectively provides full employment opportunities for families and young school leavers alike. Many young families are attracted to the area by the industry. Housing stock remains at a premium. Expansion at Sanfords and growth in tourism continue to give buoyancy to the local economy. Port Marlborough has invested significant capital in its expansion of the marina/port complex and this will in turn support future confidence and growth. Continuing town developments - marina extensions, industry expansion, town sewerage scheme, land re-zonings, new business ventures etc, all point to future but measured progress for the town. Approximately 50% of the population is retired or semi-retired. Collectively these people play an important part in the demography of the area. The few new homes being built each year reflects some confidence although they more likely to be built either for investment or holiday/retirement rather than a family home.

The wider community is very supportive of the school and follows all events with interest and in return the school is supportive of community activities.

The area has a number of sports clubs - netball and bowling clubs being particularly well supported as is the local Havelock Theatre Company. Service organisations such as the Havelock Community Association, Havelock Vision, Lions, St Johns, Museum Society, Pelorus Area Health Trust, Pelorus Community Pre-School and churches all reflect the interests and nature of the wider community. The services of local police, ambulance, fire brigade and medical centre make for a safe and caring place in which to live.

The majority of families are of European descent, some with long New Zealand ancestry. While there are few families of local Māori descent represented through the Runanga a Rangitane o Kaituna and more generally Ngati Kuia who are recognised as tangata whenua with a local marae situated at Te Hora (Canvastown), the school roll generally reflects anywhere from 5 - 20% identifying as of Māori descent the majority of whom can be described as urban Māori.

A high proportion of students come from two parent families that have full employment and regular family income. Given this relatively stable platform, a broad cross-section of life's challenges still confront students and the school. The children are well provided for and families are, with sufficient warning, usually able to find the extra money for school activities and trips etc. School fundraising activities are equally well supported and are able to accommodate those who cannot contribute as desired.

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### The School

Havelock School is a co-educational state school that offers full primary education for students from Yr 1 to Yr 8 within the framework of The New Zealand Curriculum.

Since the first school was established in Outram Street in 1861, across from the present school site, Havelock School has had a very historic association with its community. The first official school building is still preserved for the town and used as a backpackers' hostel.

The present school was built as a three-teacher block on the site of the historic Brownlee Park in 1961. Shortly after, the school roll grew to four-teacher status and a prefab was added. A new administration area was added in 1979 and extended again in 2000. In 2008 the dental clinic was removed and early in 2009 the foundations laid for a new multi-purpose facility, generally referred to as the hall, which was opened in Aug 2009 by Karen Sewell, the Secretary for Education at the time. A more permanent fourth classroom was added in 1982 and in 1983 the roll topped one hundred and a fifth teacher was employed. This roll peak was only short-lived and by 1985 the roll was below one hundred and the fifth teaching position lost. The fifth classroom never eventuated. Roll numbers in the more recent past have ranged from 45 - 80 and look likely to remain variable within this range for the next few years.

Staffing currently comprises a principal with a small teaching component, three full-time teachers, two part-time teachers, executive officer/secretary, small part-time reading recovery position and part-time teacher-aide special needs positions.





At present the school has four full-size carpeted classrooms. There is a very good solar heated swimming pool, changing sheds and adjacent implement shed. The administration area comprises a staffroom, medical cum store/IT-exchange room, school office, principal's office, art store, staff toilets, resource/workroom, janitor's store and reading recovery room. A community library built adjacent to the dental clinic was completed in 1991 and allowed the former library to become the resource and teachers' workroom. A new driveway off Lawrence St was completed in the mid-nineties and extensive new playground improvements with landscaped gardens make an attractive learning environment. The new hall gives more valuable teaching space as well as being a much valued asset to the community beyond school hours.

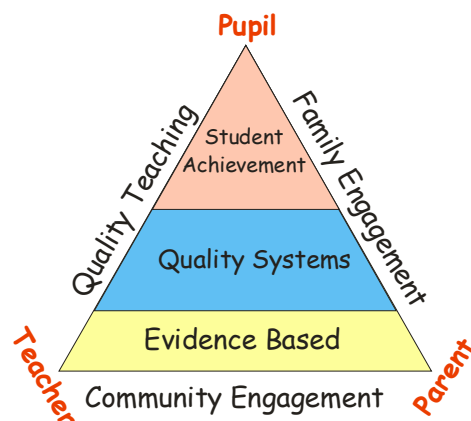
Classes are generally run as composite groups. Teachers' plans originate from the needs of the students themselves and are linked closely to *The New Zealand Curriculum*, the school's programmes and policies. While there is good interaction between classes, aspects such as co-operative planning, excursions outside the school, teacher inter-change, periods of family/whanau grouping and peer tutoring are always seen as part of the wider learning environment on offer to students at different times.

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## Educational Purpose ~ Philosophy

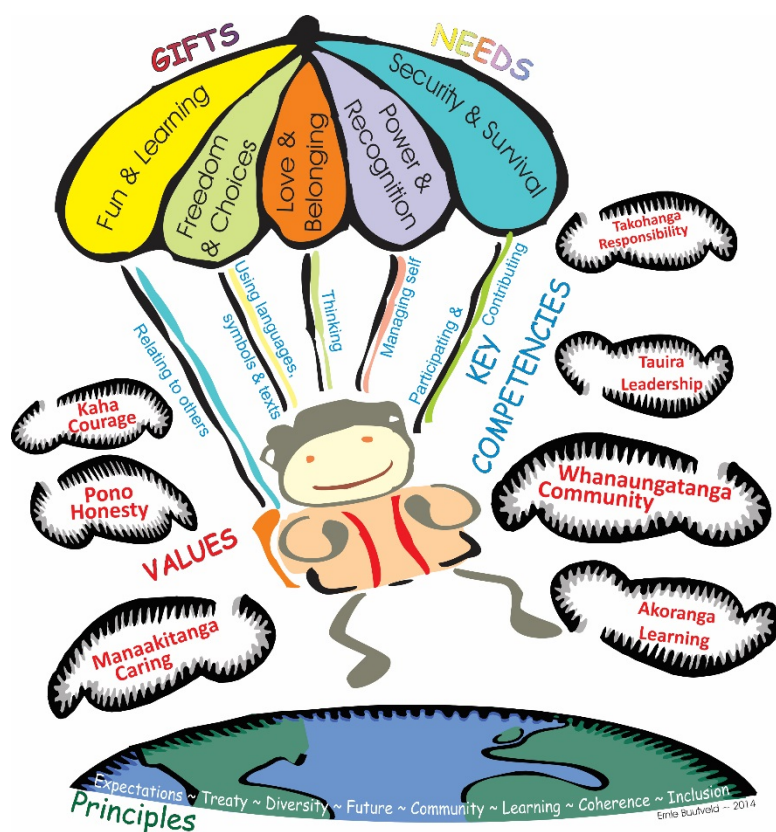
We believe that our school should be an enjoyable place in which to work, where every person is valued and is shown respect. We encourage students to become responsibly involved in the activities of the school and develop an awareness of, and show consideration for, the needs and well-being of others; where learning to think for themselves as independent learners is recognised as being vital and further, that learning is a life-long process in which Havelock School plays a vital part. The partnership then between school and home seeks to support students within this triangular learning community.

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## Vision

**The collective vision** is to provide a safe and nurturing primary learning community where trustees, parents, staff and pupils work together as a team within the wider community; where equal opportunities are provided, students are actively engaged; where success and confidence is enjoyed by all; where individuals are valued and learning for personal development as well as academic attainment is promoted, dual heritage celebrated and learning valued as a process that is both life-long and life-giving.



To be ...

### A Quality School

- optimising student success
- acknowledging basic needs
- addressing key competencies
- espousing core values

within a community of learners, helping them become self-evaluators and life-long learners who are capable, self-reliant participants in a 21st century democracy. (Carr, Borba, Frankl, Glasser, DeSeCo/OECD & Evergreen Union School Cottonwood Calif)

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## Tomorrow's 2020 Vision

Year 5 students in 2017 will be leaving primary school in 2020. This 2020 Vision sees young people (NZ Curriculum 2007):

- who will be creative, energetic, and enterprising;
- who will seize the opportunities offered by new knowledge and technologies to secure a sustainable social, cultural, economic, and environmental future for our country;
- who will work to create an Aotearoa New Zealand in which Māori and Pakeha recognise each other as full Treaty partners, and in which all cultures are valued for their contributions;
- who, in their school years, will continue to develop the values, knowledge, and competencies that will enable them to live full and satisfying lives;
- who will be confident, connected, actively involved, and lifelong learners.

### Students who will be:

<b>confident</b>	positive in their own identity; motivated and reliable; <b>resourceful</b> ; enterprising and entrepreneurial; resilient
<b>connected</b>	able to <b>relate well to others</b> ; effective users of information and communication tools; connected to the land and environment; members of communities; international citizens
<b>actively involved</b>	participants in a range of life contexts; contributors to the well-being of New Zealand – social, cultural, economic and environmental
<b>life-long learners</b>	<b>literate and numerate</b> ; <b>critical and creative thinkers</b> ; active seekers; users and creators of knowledge; informed decision makers

## Today's Basics

In order for students to realise the above vision the school in partnership with parents, needs to design and deliver rich classroom experiences that impel students across the years to become **resourceful, critical and creative thinkers, confident, able to relate well to others, are literate and numerate, engaged, risk-takers, perseverant and true Treaty partners**; and further that they are truly capable across all of the five key competencies.

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## Mission

Upon establishment in 1861, the school community identified the following as its mission; **To help our children learn for life**. This was modernised during the genesis of the school's charter under the reforms of *Tomorrow's Schools* in the late 80's. The school's mission nowadays is expressed as the logo...

## Mauri Ora nā Akoranga ~ Learning for Life

## Values

The *double dolphin* exemplifies the value of consideration for others promoted in our school - the *big*s nurturing the *little*s. Students have the task early each year to examine these concepts as each, individually and collectively, determine how their behaviour can be based on values articulated by their community both within and beyond the school, and options chosen.

Over the years the following have been echoed by Havelock's community as being the currency for the myriad interactions of its members.

They include, **in red the NZ values as expressed in the National Curriculum Framework**.

### Honesty ~ Pono (nga) ~ Tika

truthfulness, trustworthiness, **integrity**, reliability, humility



#### Courage ~ Kaha ~ Toa

best effort/quality, self-discipline, enterprising, preparation, organisation, independence, positivity, **perseverance**



#### Caring ~ Manaakitanga (for others & self...)

fairness, kindness, politeness/tact, understanding, helpfulness, co-operation, compassion, concern, reasonableness, rights, property, **respect**, courtesy



#### Community ~ Whānaungatanga ~ Iwi Whānui ~ Taurira

engagement, **respect** for **difference/diversity**, exemplary role-model, leadership



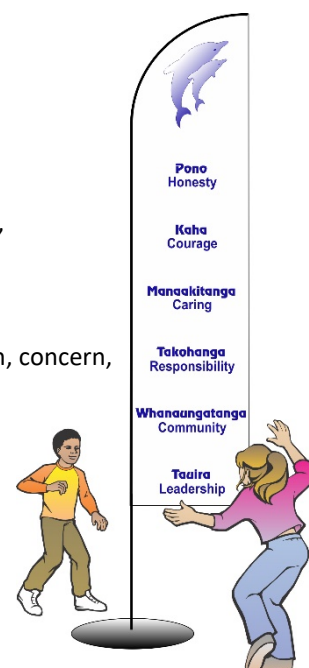
#### Responsibility ~ Takohanga ~ Kawenga

duty, obedience, loyalty/allegiance, honour



#### Learning for Life... Mauri Ora nā Akoranga

making meaning, throughout life, habits of mind, higher order thinking, **creativity & adaptability**, better life, well-being and happiness through learning





The following behaviours/values were recorded by senior students and underscore the philosophy contained in the school's PB4L policy - *a compass still gives direction even in uncharted territory*.

*Be fair, kind, tactful, trusting and trustworthy, be understanding, helpful and a good listener. Be exemplary, a role model and Tauria<sup>1</sup>. Be polite, second, disciplined, prompt, of service and enterprising. Be co-operative, a team member, loyal and honest. Be productive. Be a leader/initiate, smile and be happy. Be prepared, organised, independent, positive/congratulate. Be unobtrusive, be reasonable and try to do your best.*

The resultant challenge to the learning community of students, parents, staff and trustees, indeed the whole community in which it sits, is to *walk-the-talk*. While easily identified in discussion during consultation, it is the daily face value that speaks volumes about the real worth of the currency.

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## General Goals (revised Sep/Oct 2015)

The school will, in consultation with the community, continue to promote the following outcomes for its youngsters.

- 1 Students will succeed within an environment where trustees, parents and staff form a positive **learning triangle/team** achieving a sense of well-being/hauora.  
Achieved through...
  - a charter in which expectations are clear
  - *open board meetings*
  - an *open-door* policy
  - the provision of a **safe** physical and emotional **environment** with modern facilities and excellent resourcing
    - adults modelling the school's core values
  - positive strategies reinforcing student behaviour and involving the home
  - inclusiveness being the norm
  - communications providing strong linkages with families and the wider community
    - consultation with the parent community
  - parents encouraged to further their understanding and interaction with the curriculum encouraging help from
    - parent support in classes as appropriate
    - parent/teacher/curriculum meetings that support the learning triangle
- 2 Students will benefit from the promotion of **valid personal and academic learning**.  
Achieved through...
  - classes being purposeful with learning activities age/stage appropriate and responsive to need
  - the expectation of setting, achieving and evaluating of personal goals by students (student agency)
  - the inclusion of essential academic skills forming part of the daily routine
  - social competence being the normal expectation
  - students working towards developing the knowledge and understanding, skills, attitudes and values of the New Zealand Curriculum
  - the expectation of staff furthering their expertise/skills - professionally and curriculum wise
- 3 Students will become **independent and life-long learners**.  
Achieved through...
  - home learning opportunities and activities forming part of the normal learning pattern
  - the concept *life-long learning*, will be integrated into daily routine
  - learning independence will be promoted
  - students understand the connections between *promise* and *pathway* – Mauri ora nā akoranga

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<sup>1</sup> role-model



## Curriculum



The Board of Trustees accepts that every child in this school shall have the best possible learning opportunity. This involves the provision of a balanced programme that enables all learners to acquire the best dispositions, knowledge and skills to become lifelong learners. Basic skills will be learnt, physical abilities will be enhanced, realistic personal standards of achievement will be set and emotional needs supported. Scholarship will be valued and encouraged at every level. Every child will be aware of the dual cultural heritage of New Zealand and the multi-cultural nature of our society.

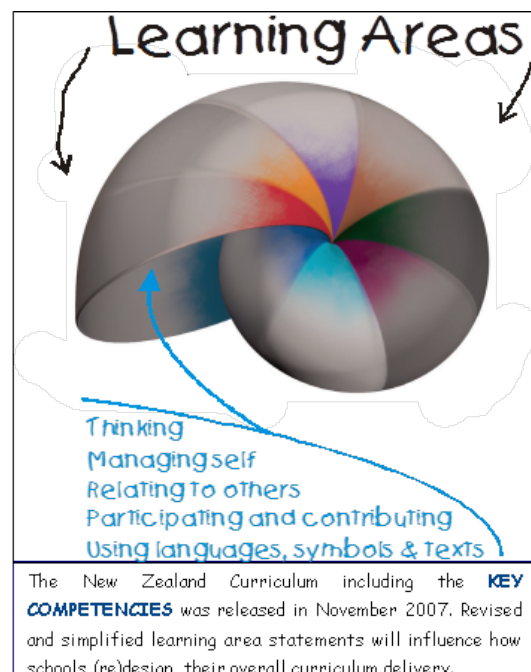
**The New Zealand Curriculum** recognises that all students should have the opportunity to undertake study in essential areas of learning and to develop essential skills. Such learning will enable them to develop their potential, to continue learning throughout life, and to participate effectively and productively in New Zealand's democratic society and in a competitive world economy.

**The New Zealand Curriculum** includes a vision, principles, values, key competencies and identifies the following learning areas...

- 1 English
- 2 The Arts
- 3 Health & Physical Education
- 4 Learning Languages (incl second Lang)
- 5 Mathematics & Statistics
- 6 Science
- 7 Social Sciences (incl careers)
- 8 Technology

The very wide and constantly changing nature of the curriculum places heavy demands on the staff and resources of a small school. The staff, through a school-wide professional development programme work hard to remain abreast of modern trends, practices and initiatives. The school encourages parents to be involved in curriculum matters whenever the opportunities present themselves.

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## Local Curriculum Goals (revised Sep/Oct 2015)

- 1 Students will have a *better understanding of*, and be able to **make confident and safe use of both our local environment and those further afield** (*Te Tau Ihu o te Waka a Maui/top of the South & Wellington*) and gain some perspective of life beyond Havelock School. (*Education Outside/Beyond the Classroom/Havelock*)
- 2 Students will gain confidence and **competence in both pool and more open water** environments. (*Water Proof*)
- 3 Children leaving Havelock School will have been exposed to and become **familiar with modern information and communication technologies** including accessing, storage and retrieval associated with information processing and presentation. (*ICT*)

## Responding to New Zealand's Cultural Diversity, Tikanga me Te Reo Māori

In recognising our nation in the 21<sup>st</sup> century, the school as appropriate to its community, will develop understandings, procedures and practices that reflect New Zealand's cultural diversity.

In determining *the best* applicant when filling professional positions, the school will include in its appointment criteria some ability with te Reo Māori.

In any and all assessment data gathered across the school, due diligence will be observed with a view to identifying tamariki who fall outside their respective peer expectations. This will be reported within the analysis of variance and perhaps form part of the dialogue the school has with whānau individually or collectively.

Further to the above, in recognising the unique position of Māori, the school will take all reasonable steps to provide instruction in te Reo me Tikanga Māori for those students whose parents might request it.

Should whānau request a higher level of tikanga and/or te reo than available at the time of such a request, the staff and family will discuss the following options;

- further explain existing programmes
- further extension/enhancement of existing programmes if and as appropriate
- support/introduce staff/students to [He Reo Tupu, He Reo Ora](#) (a growing language is a living language)





- combine with neighbouring school/s and/or providers for aspects of the day/programme
- dual enrolment with Correspondence School *Te Kura*
- seek assistance from the local advisers Māori (RTM) re support and resources to further enhance inclusion of te Reo me Tikanga within the child's programme
- liaise with Pouwhakataki MoE
- liaise with local iwi, runanga, marae and whānau to seek support/guidance/resources
- explore other schools who may offer programmes closer to their expectations
- other negotiated actions



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## Procedural Information

### Consultation

Inserted below is the school's consultation log.

## HAVELOCK SCHOOL BOARD OF TRUSTEES - MARLBOROUGH

### Community Consultation Log ~ 2.30

#### Rationale

A school needs policies to enable it to be administered efficiently and equitably. Policies are the framework upon which the school delivers a quality education to all its students. Boards of Trustees, through consultation, must identify key issues for which policies need to be written. The Board is responsible for ensuring that its policies are current and relevant to the needs of the school. Policy statements will bring consistency to school direction/focus, planning and implementation/management of programmes.

#### Guidelines

- 1 School Charter articulates shared beliefs, goals and plans; in which all have ownership
- 2 Policy statements are consistent with the School's Charter
- 3 Policy statements have a sound rationale, are clear, concise and easily understood
- 4 Framework from which decision may be consistently made
- 5 The maintenance of an effective programme of policy/programme review
- 6 The formulation and/or review of policy should involve consultation with relevant groups ie trustees, staff, the school community and students, and where appropriate/necessary, advice should be sought from the MoE, STA or other advisers
- 7 Anyone may submit a written proposal for any amendment/s of policy including the Board

Consultation Log						
Date	Type	Venue	Who			Topic/s & Comments
			Trustees	Staff	Community	
20 Feb 2013	Meet the Tchr/Parent evening	Hall	✓	✓	✓	Target reporting ~ NS data progress/achievement Charter - school goals/targets
Feb 2013	Newsletter 153/1		✓	✓	✓	Community Library Constitution
5 Mar 2013	Hui te kura o Te Hoiere	Pelorus	✓	✓	✓	Ka Hikitia ~ iwi and whanau
10 Apr 2013	Pre-school whanau hui	PCP		✓	✓	Transition to school - expectations et al
27 May 2013	Community Forum	Com-munity Class-room		✓	✓	Health Prog ~ KOS ~ Pub Change/Life Ed
13 Sep 2013	Professional	Campus	✓	✓	Students	Principal's performance ~ Consultant Lois Christmas
Aug 2013	NZCER Community survey	Hardcopy	✓		✓	28 pages - all bar three families responded
Oct/Nov 2013	Staff survey			✓		EEO Policy incl staff survey
19 Nov 2013	Hui te kura o Te Hoiere	Te Hora Pa	✓	✓		Tātaiako - Cultural Competencies for Tchrs of Māori Learners - Pelorus cluster
25 Nov 2013	Community Forum Mtg	Hall	✓	✓	✓	Charter Goals NZCER Survey Result
18 Dec 2013	Leavers survey	Survey Monkey			✓	Invitation to specific email addresses
20 Feb 2014	Meet the Tchr/Parent evening	Hall	✓	✓	✓	Target reporting ~ NS data progress/achievement Charter - school goals/targets
3 Mar 2014	Workshop	Com-munity Class-room	✓	✓		Behaviour Management Policy/Framework/Practice



25 Mar 2014	Workshop	Hall	✓	✓	✓	Choices (BehMan) Philosophy - styles etc
15 May 2014	Parent-Teacher Mtg	Kaituna	✓	✓	✓	Early Years Brain Development & Literacy Yrs 1 - 8
4 Jun 2014	Workshop	Community Class-room	✓	✓		Great Expectations Group Behaviour Management Policy/Framework/Practice
2 Jul 2014	Workshop	Community Class-room	✓	✓		Great Expectations Group Behaviour Management Policy/Framework/Practice
31 Jul 2014	Parent-Teacher Mtg	Hall	✓	✓	✓	Intro of trial for PB <sub>4</sub> L Papers & formal invitation in mail plus phone contact
20 Jan 2015	Leavers' Survey	Survey Monkey			7 ✓	Invitation to specific email addresses (Modified for all leavers - email invites sent just after withdrawal throughout year)
18 Feb 2015	Meet the Tchr/Parent evening	Hall	✓	✓	✓	Introduce trustees NS data progress/achievement Charter - school goals/targets
25 Feb 2015	Pre-school whānau hui	PCP		✓	Prospective whānau	Portfolios Transition to school - expectations et al
Jun/Jul 2015	Tri Learning Conferences	Learning Areas			All whānau	Questionnaire... Literacy Pro, Whānau & Reading Together Invitation
13 May 2015	Community Forum	Community Class-room	✓	✓	✓	Health Prog ~ KOS ~ Pub Change/Life Ed Feuerstein, Transition, ERO Report
14/15 Aug 2015	Trustees	Te Mahia	✓	✓		Charter development (facilitator)
28 Oct 2015	Staff	Email		✓		Equal Employment Opportunity
10 Nov 2015	Community Hui	School Hall	✓	✓	✓	Charter vision/goals 2016-20 etc John Parsons – Cyber Safety
3 Mar 2016	Meet the Tchr/Parent evening	Hall	✓	✓	✓	Target reporting ~ NS data progress/achievement Charter - school goals/targets
10 Mar + 2016	Learning Conferences	Classes		✓	✓	Programmes, progress, goals
7 Jun 2016	Issues Forum Group	Pelorus	✓		✓	Issues group voiced concerns with trustees
21 Jun + 2016	Tri Learning Conferences	Learning Areas			All whānau	Programmes, progress, goals
22 Feb 2017	Meet the Tchr/Parent evening	Hall	✓	✓	✓	Target reporting ~ NS data progress/achievement Charter - school goals/targets
28 Feb + 2017	Learning Conferences	Classes		✓	✓	Programmes, progress, goals
T2	Hui whānau Kura Hoiera	Te Hora?	✓	✓	Māori whānau	Achievement Ngati Kuia & Runanga o Kaituna
Term 3	Community Forum	School Campus	✓	✓	✓	Health Prog ~ KOS ~ Pub Change/Life Ed
						Charter review

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## Annual Planning & Reporting Timeframe ~ 2017

This charter was developed over time with the school community and after considering the priorities and expectations of the Ministry of Education, taking into account historical student achievement data will be lodged with the Ministry of Education as prescribed by regulation. The Analysis of Variance against the annual student achievement targets and National Standards forms part of the Annual Report along with the audited financial statements. By 31 May each year four hard copies will be forwarded to the local office of the Ministry of Education.

ANNUAL TIMETABLE		1			2			3			4			
Portfolio	Area	Jan	20 Feb	20 Mar	Apr	8 May	19 Jun	Jul	7 Aug	18 Sep	Oct	6 Nov	11 Dec	
1. Student Achievement	Assessment Data													
	Monitoring as req'd			...		...	...	...	...	...				
	OTJs/NS					M					M			
	Goals & Reporting Class Review									Wak/Pel MoY Data				
2. Planning & Reporting	Charter	Draft Charter	Charter to MoE											
	Variance Report	Draft AoV	AoV to MoE	AoV to Auditor	Annual Report - MoE									
	MoE Data		NS data to MoE	Roll Return	Roll Return							NS data	Interim Data Draft	
3. Personnel	PMS Staff		TAPA	QAA					QAA			TAPA		
	PMS Principal		PAPA							Interim			EoY Summary Report	
			PLD planned							Prov staffing	EEO Quest			
4. Finance	Funding	1 <sup>st</sup> 25%	2 <sup>nd</sup> 50%			3 <sup>rd</sup> 75%			Prov funding	4 <sup>th</sup> 100%				
	Budget		Adopted	Monitoring									Draft Budget	
	Audit		Accounts prepared	Reports & AoV to Auditor	Annual Report - MoE									Auditor prep
	Reports		\$	\$		\$	\$	\$	\$	\$		\$	\$	
5. Property & Environment	Reports		✓	✓		✓	✓		✓	✓		✓	✓	
6. General & Administration	BoT Meetings		1	2		3	4		5	6		7	8	

M Moderation



Triangular Learning Conference



Written Report with NS



Appraisal et al

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~ B ~

## STRATEGIC SECTION

### Purpose

- 1 To enable trustees, the principal, staff and the community to see the direction and purpose of the school.
- 2 To clearly state requirements and responsibilities of the various individuals and teams that enables the school to operate.
- 3 To help each part of the whole understand the role of the other parts.

So that the school...

- is clear in its organisation, purposeful in its direction, considered in its curriculum, effective in achieving its goals and warm in its relationships.

### Strategic Goals

The Board through its professional staff and in discussion with has identified the following goals in support of student achievement for the period 2014 - 2017.

- 1 Increase levels of literacy (reading/writing) and numeracy across the school giving priority to:
  - students who are not achieving, are at risk of not achieving or who have special needs
  - Māori (working with its Māori community in planning and setting targets)
- 2 Programmes are based on sufficiently comprehensive assessment evidence in order that progress and achievement are evaluated and next teaching/learning steps are identified.
- 3 Information and communication technologies are used to enhance student progress and achievement, goal-setting and reporting, thus enhancing the triangular learning partnership.
- 4 Professional learning and development for teaching staff incorporate changes to the professional standards and registered teacher criteria reflecting the philosophy of the school in supporting student achievement and school-wide development
- 5 That over the period 2014 - 2017 the school sequentially review its governance, operations and curriculum delivery

### Financial Management/Objectives

The Board's three to four year financial objectives are referred to below in the Annual Strategic Development Plan Overview. How the Board undertakes to monitor and control expenditure and how it will meet its financial reporting and auditing responsibilities may be viewed under its respective policies.

### Provision of Safe & Healthy Learning Environment

How the Board sets out to provide for a safe and healthy learning environment can be viewed under its respective policies.

A long term contract for the maintenance of the exterior of the school is in place with *Programmed Property Services Ltd* and is included in the 10YP plan. The new 5YA/10YPP 2014-19 was approved by the MoE in Jan 2015 and since has modernised the toilets and cloakrooms – completed mid-2016.

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## Annual Strategic Development Plan Overview



Portfolio	Goals	Area	Action Plan	2017	2018	2019	2020
1 Curriculum Delivery Student Achievement	SG1	Literacy & Numeracy Targets	1.1	To reduce the proportion of those who are not yet achieving their commensurate National Standard in <b>Reading</b> from 16% to <10%.	NS Reading target/s... - informed by 2017	NS Reading target... - informed by 2018	NS Reading target... - informed by 2019
			1.2	To reduce the proportion of boys and Māori who are not yet achieving their commensurate National Standard in <b>Writing</b> from 24.2% and 26.7% to less than 15% respectively; and, to increase the proportion of those achieving above (A <sup>+</sup> ) their commensurate National Standard in <b>Writing</b> from 5% to 10%.	NS Writing target/s... - informed by 2017	NS Writing target... - informed by 2018	NS Writing target... - informed by 2019
			1.3	To increase the proportion of those achieving above (A <sup>+</sup> ) their commensurate National Standard in <b>Math</b> from 4% to 10%.	NS Maths target... - informed by 2017	NS Maths target... - informed by 2018	NS Maths target... - informed by 2019
	SG2 SG4	Curriculum Review & Design	1.0	Māori Achievement Targets... incorporated above <u>Hautū</u> – Inclusiveness [Whānaungatanga <i>Tātaiako</i> ] Taha Māori Feb-Apr Feb-Mar	Consultation ongoing	Consultation ongoing	Māori Achievement
				Student Agency - Work with Pelorus Cluster to pursue shared goals - Develop Cluster as community of learning via Appraisal Connector & PLD - Moderation/Assessment - OTJs – cont'd work within/across cluster schools			
				Curriculum Statement Review - Writing - Arts (Perf) - Maths - <b>Hlth/PE (Cons)</b> - Science - Careers Feb-Mar Apr-May May-Jun Aug-Sep Oct-Nov Nov-Dec	2 <sup>nd</sup> Language Reading Financial Literacy Social Studies	<b>Hlth/PE (Cons)</b> Arts (Fine) Writing Technology	Writing Maths Science Careers
2 Planning & Reporting	SG5	Review	2.0	Review Charter goals et al (2022)			
				NAG2 policies Mar		NAG2 policies	
3 Personnel		Review	3.0	NAG3 policies Sep			NAG3 policies
4 Finance			4.0	Move from MUSAC to XERO	NAG4		
5 Property Environment	GG2	Review	5.0	NAG5 policies Jun	Resource Room	NAG5 policies	
		5YA/10YP					
		Maintenance					
		Capital Wks		Adventure Playground	Lib/Hall Entrance Way		
		Hlth & Safety		HaS Systems	Well-being & Inclusiveness		
6 General	SG5	Review	6.0	NAG6 policies Trustee Governance Training Review Māori <u>Hautū</u> Nov			NAG6 policies

# ~ C ~

## ANNUAL SECTION



### 2017 ACTION PLAN

#### 1.1 Reading Target (incl Māori)

#### Strategic Goal

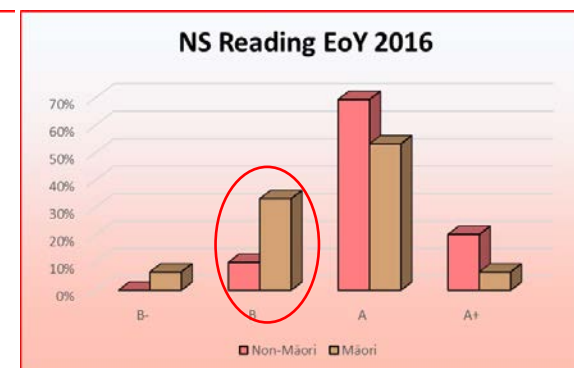
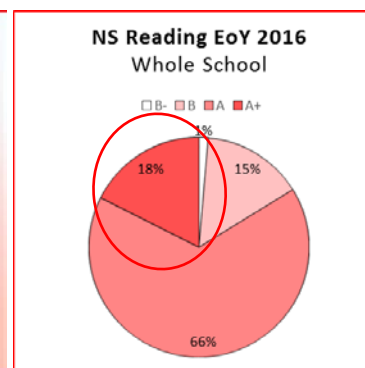
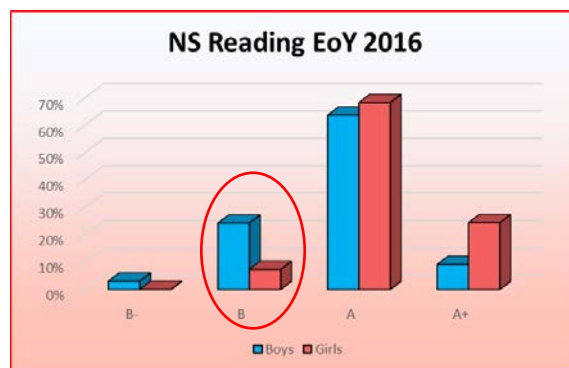
- 1 Increase levels of literacy (reading/writing) and numeracy across the school giving priority to:
  - students who are not achieving, are at risk of not achieving or who have special needs
  - Māori (working with its Māori community in planning and setting targets)

#### Portfolio 1 Curriculum Delivery/Student Achievement

#### Baseline Data

**Reading** ~ The government's target is to raise student achievement to 85%. This was just achieved during 2015 but dropped marginally to 84 % in 2016. Perhaps not significant when viewed as whole school data, it is so when broken down by gender and for Māori.

Clearly targeting both boys and Māori will need to remain a focus for 2017. It has to be noted that transience has had some influence with later arrivals presenting with needs. It must be remembered of course that very small numbers cause significant swings. Māori boys feature in both data sets and so action plans will need to address this challenge.



Although gender data has not been disaggregated further into ethnicity, the school will look to target those *Below* rather than by either ethnicity or gender. Inclusion in the *Reading Together* programme will continue on need. The greatest lift comes when the school and homework from the same understandings and reinforcement is promoted on all fronts.

#### Target 1.1

To reduce the proportion of those who are not yet achieving their commensurate National Standard in **Reading** from 16% to <10%.

#### Target Groups

Years: All  
 Ethnicity: All  
 Gender: Boys & Girls

What actions and how?	By whom?	When?	Resourcing?	Data/Evaluation?
2016 data is acknowledged, prioritised and shared as a Charter Target/Action Plan	Principal, Board, community and prof staff	Feb/Mar	Special Needs budget Reading Recovery budget	Annual report incl AoV 22 Feb Feb staff meetings
Assessment tools used to help provide clear data and focus for teachers and learners	Classroom teachers	Feb Jun Oct		
<b>Engaging with parents</b> – set/agree individual goals specifically related to Reading - 2016 data analysis relating to individual achievement	Parents, teachers and students	Early March Ind Mar △ learning hui		
Teachers <b>identify target group</b> individuals – gather BoY data to adjust – use AC (Appraisal Connector) to set up <i>Teaching as Inquiry</i>	Classroom teachers	Feb/Mar	SMS <i>Assembly</i> data Appraisal Connector	
Teachers identify target groups/individuals – programmes in place (T & TA)	Prof Staff	Mar	Teacher Aide Literacy Pro	
SMART goals/actions set, discussed/entered on AC	Professional staff	by T1:W8	RTLB	

Close monitoring of target students' progress <i>Teacher Inquiry</i> focus of group/individuals - moderation in-house – use of RTLB		Throughout year with assessment/monitoring presented mid Term 2	Colleagues SENCo	
Families work alongside school to strengthen learning triangle and practices in supporting shared goals - first session of Rdg Together hui session	Parent and teachers <u>Invite T1 W7 to Rdg Together</u>	Terms 1 Wk 9,10,11 – Term 2 Wk 2	Minor – kai and crèche	
Schedule regular discussion meetings with whanau of targeted students to report on progress	Teachers & parents	Regularly through year 4 - 6 weekly		
Implementing effective pedagogical practices – tchr appraisal – AC – reflections and comments	Professional staff	Throughout year Supported at staff mtgs		
Use of RTLB for specific needs of individual students...	SENCo, RTLB and parents	Throughout Year	RTLB and SENCo	
Remain connected with Marl Principals' Assoc, Bnhm CoL and Pelorus CoL re any opportunities for further initiatives	Principal	Throughout Year		
Assessment data regathered Analysis of Variance across whole school	Classroom teachers TiC Math	Oct		

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## 2017 ACTION PLAN

### 1.2 Writing Target (incl Māori)

#### Strategic Goal

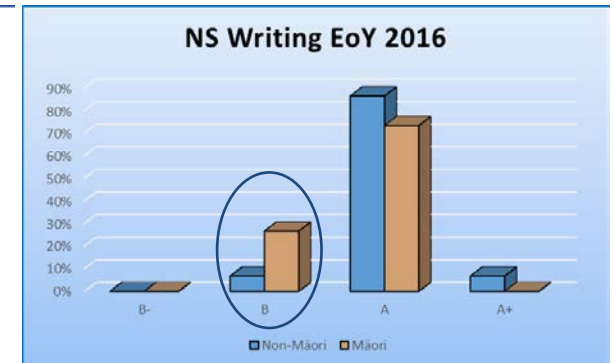
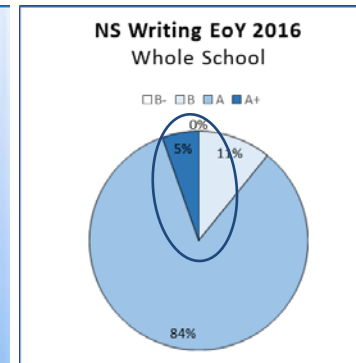
- 1 Increase levels of literacy (reading/writing) and numeracy across the school giving priority to:
  - students who are not achieving, are at risk of not achieving or who have special needs
  - Māori (working with its Māori community in planning and setting targets)

#### Portfolio 1 Curriculum Delivery/Student Achievement

##### Baseline Data

**Writing** continued its positive record in achievement from 82% in 2014 and 86% at end of 2015 to 89% achieving the standard in 2016.

These data reflect whole school statistics but it is only when you disaggregate into Māori and gender that it becomes evident that whilst a strength overall, there remain gaps particularly with boys who identify as Māori.



The overall achievement of Māori in writing has improved significantly in the last year however, very few achieve above the National Standard. Boys it can be seen do not achieve as well as girls and so despite overall strength, for the school, this group will need to remain a target group.

##### Target 1.2

To reduce the proportion of boys and Māori who are not yet achieving their commensurate National Standard in **Writing** from 24.2% and 26.7% to less than 15% respectively; and, to increase the proportion of those achieving above (A+) their commensurate National Standard in **Writing** from 5% to 10%.

##### Target Groups

Years: All  
Ethnicity: All  
Gender: Boys & Girls

What actions and how?	By whom?	When?	Resourcing?	Data/Evaluation?
2016 data is acknowledged, prioritised and shared as a Charter Target/Action Plan	Principal, Board, community and prof staff	Feb/Mar	Special Needs budget Reading Recovery budget	Annual report incl AoV 22 Feb Feb staff meetings
Assessment tools used to help provide clear data and focus for teachers and learners	Classroom teachers	Feb Jun Oct		
<b>Engaging with parents</b> to help set individual goals specifically related to Reading - copied and sent home with whānau	Parent, teachers and students	Early March Ind Mar △ learning hui Initial goals set for Apr		Learning conference 28 <sup>th</sup> Feb – 2 <sup>nd</sup> March
Teachers <b>identify target group</b> individuals – gather BoY data to adjust – use AC (Appraisal Connector) to set up <i>Teaching as Inquiry</i> (use of TA)	Classroom teachers	Feb/Mar	SMS <i>Assembly</i> data Appraisal Connector	
TiC Writing completes school-wide review of Writing delivery Teachers revisit curriculum statement	TiC Writing– prof staff	March - April		
Provision of a range of relevant quality resources, including digital, chosen to reflect the diverse needs of Māori students and boys Use of Sheena Cameron resource	Teachers Whānau	Throughout the year	MoE resources, local contexts ie local iwi and community PLD as requested \$200	
Grouping by ability for specific teaching but peers grouping mixed	Teachers	Throughout the year		

Close monitoring of target students' progress teacher inquiry - teachers write reflections in AC and colleagues add comments as appropriate	Teachers	Throughout the year Staff meetings T2-3		
Supporting boys with their writing by using authentic topics	Teachers		Using resources that have been designed for boys on TKI	
Implementing effective pedagogical practices for Māori – tchrs committed to <i>Tātaiako Whānaungatanga</i>	Professional staff	Throughout year		
As appropriate, whānau and families collectively familiarised with 2016 data analysis relating to overall achievement esp Māori/boys	Principal/Teachers	Ind Mar △ learning hui		
Use of RTLB for specific needs of individual students...	SENCo, RTLB and parents	Throughout Year	RTLB and SENCo	
Remain connected with Marl Principals' Assoc, Bnhm CoL and Pelorus CoL re any opportunities for further initiatives	Principal	Throughout Year		
Assessment data regathered Analysis of Variance across whole school	Classroom teachers TiC Math	Oct		

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# 2017 ACTION PLAN

## 1.3 Math Target (incl Māori)

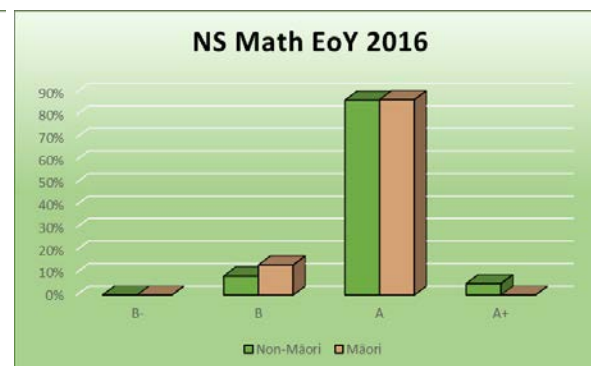
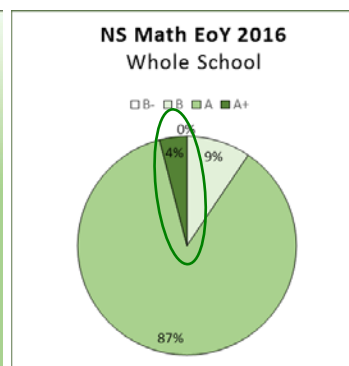
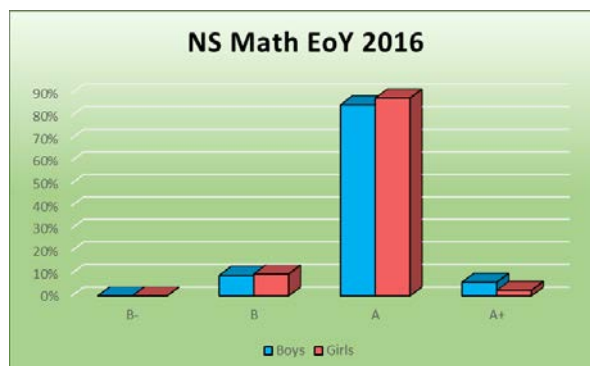
### Strategic Goal

- 1 Increase levels of literacy (reading/writing) and numeracy across the school giving priority to:
  - students who are not achieving, are at risk of not achieving or who have special needs
  - Māori (working with its Māori community in planning and setting targets)

### Portfolio 1 Curriculum Delivery/Student Achievement

#### Baseline Data

**Math** too showed continued improvement in overall achievement levels moving from 83% to 91% at end of 2016. In contrast to writing, no significant difference was evident when disaggregating Māori and gender data. It is pleasing to note that boys feature above the National Standard.



#### Target 1.3

To increase the proportion of those achieving above (A+) their commensurate National Standard in **Math** from 4% to 10%.

#### Target Groups

Years: All  
Ethnicity: All  
Gender: Boys & Girls

What actions and how?	By whom?	When?	Resourcing?	Data/Evaluation?
2016 data is <b>acknowledged, shared and prioritised</b> as a Charter Target/Action Plan ie group targeted equates to 87% of student population	Principal, Board, community and prof staff	Feb/Mar		Annual report incl AoV 22 Feb Feb staff meetings
Assessment tools used to help provide clear data and focus for teachers and learners ie PAT Math and JAM (IKANZ)	Classroom teachers	Feb Jun		
<b>Engaging with parents</b> to help set individual goals specifically related to Math - specialist teacher working with seniors (Y6-8) - goals shared online	Parent, teachers and students	Early March Ind Mar △ learning hui		
Teachers <b>identify target group</b> (87%) individuals – gather BoY data to adjust – use AC (Appraisal Connector) to set up <i>Teaching as Inquiry</i>	Classroom teachers	Feb/Mar	SMS Assembly data Appraisal Connector	
Teachers revisit the school's Math Curriculum Statement	Professional staff	Term 1	Time	
Individual classroom programmes raise expectations in line with goals and improved feedback with students and parents	Parent, teachers and students	Late T1 onward Ind Jun △ learning hui		
Teachers use, reflect and share inquiry progress with colleagues via AC with a view to gathering new ideas, resources etc and gain feedback about practice/s ie planning, grouping, resources, questioning, home support etc				
TiC Math completes school-wide review of Math delivery	TiC Math – prof staff	May - Jun		
Time set in programmes to reinforce basic facts, number strategies/methods and concepts				
Assessment data regathered Analysis of Variance across whole school	Classroom teachers TiC Math	Oct		



## REFERENCE SECTION




### **The National Education Aims** (section 61 (3) (a) Education Standards Act 2001 088)

- (i) *the aim of developing, for the school, policies and practices that reflect New Zealand's cultural diversity and the unique position of the Māori culture; and*
- (ii) *the aim of ensuring that all reasonable steps are taken to provide instruction in tikanga Māori (Māori culture) and te reo Māori (the Māori language) for full-time students whose parents ask for it:*

### **The National Educational Guidelines**

The NEGs were established in 1990, revised in 1993, 1996, 1999 and again in 2008. They are given effect by sections 60A and 61 of the Education Act 1989.

The National Education Guidelines currently have three components:

-  the National Curriculum Statements
-  the National Education Goals
-  the National Administration Guidelines

### **The National Education Goals**

The National Education Goals establish a common direction for education within New Zealand. Boards of trustees and teachers will consider how they can best contribute to each of these goals given their local circumstances - for example the size of the school, the needs of students and the aspirations of the local school community.

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.

- 1 The highest standards of achievement, through programmes which enable all students to realise their full potentials 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 these 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 Māori through the advancement of Māori education initiatives, including education in Te Reo Māori, consistent with the principles of the Treaty of Waitangi.
- 10 Respect for the diverse ethnic and cultural heritage of New Zealand people, with the acknowledgment of the unique place of Māori, and New Zealand's role in the Pacific and as a member of the international community of nations.

## The National Administration Guidelines (Updated Dec 2003, Dec 2004, May 2007, Feb 2009, Oct 2009, Aug 2012 and Oct 2013)

The National Administration Guidelines support learning and assist schools to work towards the National Education Goals. They provide direction in six areas of school operations.

### National Operational Framework

- 1 curriculum requirements & student achievement
- 2 strategic plan, documentation & self-review
- 3 employer responsibilities
- 4 financial and property management
- 5 health and safety
- 6 administration

### Havelock School Operational Portfolios

- 1 curriculum delivery/student achievement
- 2 planning & reporting
- 3 personnel & employment
- 4 finance
- 5 property/environment
- 6 gen admin incl community & library

## 1

Each Board of Trustees is required to foster student achievement by providing teaching and learning programmes which incorporate the *New Zealand Curriculum 2007* or *Te Te Marautanga o Aotearoa* (essential learning areas, essential skills and attitudes and values).

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

- a. develop and implement teaching and learning programmes:
  - i. to provide all students in years 1 - 10 with opportunities to achieve for success in all areas of the National Curriculum;
  - ii. giving priority to student achievement in literacy and numeracy, especially in years 1 - 8;
  - iii. giving priority to regular quality physical activity that develops movement skills for all students, especially in years 1-6;
- b. 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:
  - i. student achievement in literacy and numeracy, especially in years 1 - 8; and then to
  - ii. 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* or *Te Marautanga o Aotearoa*;
- c. on the basis of good quality assessment information, identify students and groups of students:
  - i. who are not achieving;
  - ii. who are at risk of not achieving;

- iii. who have special needs (including gifted and talented students); and
- iv. aspects of the curriculum which require particular attention;

- d. develop and implement teaching and learning strategies to address the needs of students and aspects of the curriculum identified in (c) above;
- e. in consultation with the school's Māori community, develop and make known to the school's community policies, plans and targets for improving the achievement of Māori students; and
- f. provide appropriate career education and guidance for all students in year 7 and above, with 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.

## 2 Each Board of Trustees, with the principal and teaching staff, is required to:

- a. 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, National Standards, assessment and staff professional development;
- b. maintain an on-going programme of self-review in relation to the above policies, plans and programmes, including evaluation of information on student achievement; and
- c. report to students and their parents on achievement of individual students, and to the school's community on the achievement of students as a whole and of groups (identified through 1(c) above) including the achievement of Māori students against the plans and targets referred to in 1(e) above.

## 2A Where a school has students enrolled in years 1 - 8, the board of trustees, with the principal and teaching staff, is required to, in alignment with requirements set in NAG 1, use National Standards\* to;

- a. 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 occur at least twice a year;
- b. report to the Secretary for Education by 1 March school-level data on National Standards under four headings:
  - i. school strengths and identified areas for improvement;
  - ii. the basis for identifying areas for improvement;
  - iii. planned actions for lifting achievement; and
  - iv. how students are progressing in relation to National Standards.
- c. report to the Secretary for Education by 1 March on the numbers and proportions of students achieving At, Above, Below or Well below National Standards, including Māori, Pasifika, European/Pākehā, Asian, gender and by year level.
- d. report the NAG 2A (b) and NAG 2A (c) National Standards information in the format prescribed by the Secretary for Education from time to time.

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

- a. 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
- b. be a good employer as defined in the State Sector Act 1988 and comply with the conditions contained in employment contracts/agreements applying to teaching and non-teaching staff.

## 4

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

- a. allocate funds to reflect the school's priorities as stated in the charter;
- b. 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; and
- c. 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, healthy learning environment for students.

## 5

Each Board of Trustees is also required to:

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

## 6

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.

## 7

Each board of trustees is required to complete an annual update of the school charter for each school it administers, and provide the Secretary for Education with a copy of the updated school charter before 1 March of the relevant year.

## 8

Each board of trustees is required to provide a statement providing an analysis of any variance between the school's performance and the relevant aims, objectives, directions, priorities, or targets set out in the school charter at the same time as the updated school charter provided to the Secretary for Education under NAG 7. NAG 8 applies in relation to schools with students enrolled in Years 1–8 from the 2013 school year, and all schools from the 2014 school year.

\*Schools that have students in Years 1 - 8 that use the National Curriculum must use National Standards for those students and schools that have students in Years 1 – 8 that use Te Marautanga o Aotearoa must use Ngā Whanaketanga Rumaki Māori for those students.

## NEEDS ~ COMPETENCIES ~ VALUES

- Early Childhood - Compulsory Schooling (Prim & Sec) - Tertiary Education

<b>Glasser</b> <i>Choice Theory</i> Borba/Frankl <i>The Five Gifts</i>	Te Whariki	<b>Pelorus</b> <b>Transition</b> <b>Bridges</b>	<b>Havelock Values</b> <b>Havelock's Three 'Rs'</b> <b>NZ/MoE Values</b>	Key Competencies	School Leavers...	Tertiary Key Competencies
fun & learning mission	Exploration - Mana aotūroa	Being a Learner - Whakaaro	Learning for life... Mauri ora na akoranga making meaning, throughout life, habits of mind, higher order thinking, <b>creativity</b> & <b>adaptability</b>	Thinking	can understand and critique the nature of the world around him/her and make informed decisions	Thinking
power, importance & success competence	Communication - Mana reo	Being a Communicator - Mana reo	<b>Responsibility Takohanga</b> duty, obedience, loyalty/allegiance, honour	Using languages, symbols and texts	is able to engage in learning throughout life	Using tools interactively
safety security	Well-being - Mana atua	Being Well - Kaha/Hauora	<b>Honesty Pononga</b> truthfulness, trustworthiness, <b>integrity</b> , reliability, humility <b>Courage Kaha</b> best effort/quality, self-discipline, enterprising, preparation, organisation, independence, positivity, <b>perseverance</b>	Managing Self	takes responsibility for self; motivated, reliable and confident	Acting autonomously
freedom to choose self-hood	Contribution - Mana tangata	Taking Responsibility - Haepapa	<b>Caring Manaakitanga</b> for others & self... fairness, kindness, politeness/tact, understanding, helpfulness, co-operation, compassion, concern, <b>reasonableness</b> , rights, property, <b>respect</b> , courtesy	Relating to Others	can participate effectively in and contribute to a range of life contexts	Operating in social groups
love & belonging affiliation	Belonging - Mana whenua	Being Perseverant - Pūkeke	<b>Community Whānaungatanga ~ Tauira</b> engagement, <b>respect</b> for difference/diversity, exemplary role-model, leadership	Participating & Contributing	has a positive sense of identity	

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