

Maniototo Area School



**Charter
2018**

'By learning we live'

TIMELINE:

BOT CONSULT: February 2018

SLT CONSULT: Jan/Feb 2018

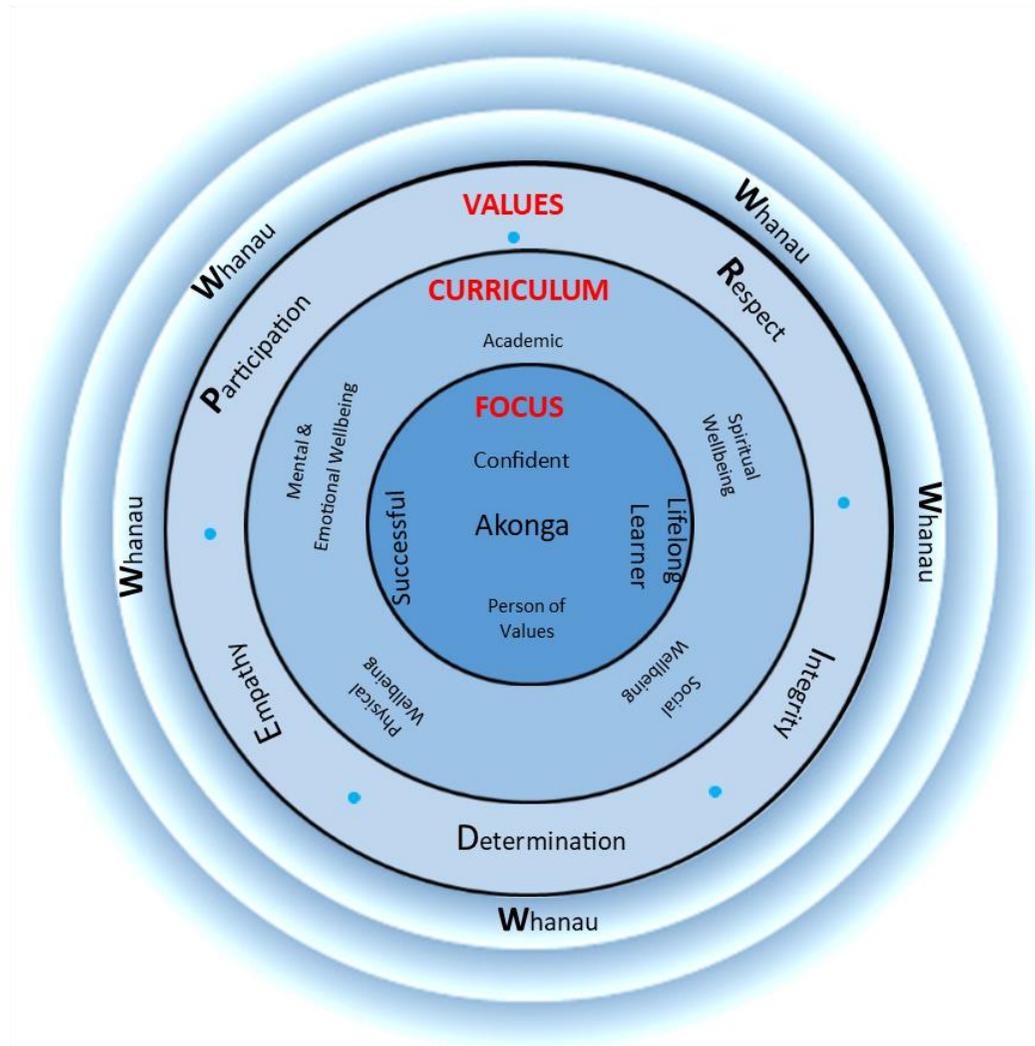
STAFF CONSULT: Feb 2018

PARENTAL CONSULT: April-August 2018

WHANAU CONSULT: June 2018

MOE DEADLINE: March 1

Maniototo Area School Vision and Purpose



<p style="text-align: center;">Our Mission -The School's Purpose</p> <p>MAS students will recognise and strive to achieve their potential as skilled lifelong learners and positive, actively involved community members by upholding the school P.R.I.D.E values at all times.</p>	<p style="text-align: center;">Our Vision for our children</p> <p><i>Through positive influence, example and efforts our students will:</i></p> <ul style="list-style-type: none"> ● Live the P.R.I.D.E values of the school <ul style="list-style-type: none"> ● Become independent learners ● Be confident risk takers ● Have regular success ● Enjoy school & learning ● Be supported and encouraged to develop their physical, mental and emotional, social, and spiritual dimensions of health and wellbeing 	<p style="text-align: center;">Our Values and Principles</p> <p><i>Our core values guide how we live, and conduct ourselves in our work and our relationships with others in the school. Specifically, our values are:</i></p> <p style="text-align: center;">Participation Respect Integrity Determination Empathy</p>
<p style="text-align: center;">Our Students</p> <p>Our students range from Yr. 0 to Yr. 13 and come from the Maniototo district. They have wide-ranging interests and abilities and tend to have strong sporting interests. Many families have long, intergenerational connections with the school while a minority have itinerant community connections.</p> <p>The school is predominantly bi-cultural, averaging 67% NZ European and 25% Maori. Our Maori students tautoko to a wide range of iwi, with a minority having links to Ngai Tahu. There are also around 7% other ethnicities which include Filipino, South African, Indian, Pasifika and other.</p> <p style="text-align: center;">Uniqueness</p> <p>The district's isolation promotes self-reliance and strong community identity. Agriculture and services dominate our industry, with tourism and forestry also significant. Our curriculum aims to build on these threads of local life.</p>	<p style="text-align: center;">Our Staff (2018)</p> <p>Primary School: Celine Ferdinands, Ann-Marie Paterson, Heather Dowling, Chelsea Edmondston, Gemma Hore, Amanda Graham, Lauren Reid</p> <p>Secondary School: Kelvin Robertson, Juliet Sorrel, Joanna Brooks, Grant Jefcoate, Sam Stevens, Kate Dowling, Yuichi Nakamura, Nikki Meyer</p> <p>SLT: Lucia Dowling, Alec Campbell, Joe Ferdinands</p> <p>Support: Sharon Thompson, Anne Kirk, Sue Scott, Karenne Davis, Dianna Whyte, Trevor Mulholland, Tania Cromb, Sandra Kreft, Murray Morice</p> <p>Volunteers: We are supported by an extremely active community with many volunteer helpers, sports coaches, and the PTA. NetNZ teachers support Yr. 11-13 students in some learning areas at NCEA level.</p>	<p style="text-align: center;">Our School Board of Trustees (2018)</p> <p>David Hutton-Atkins - Chairman (Parent Rep.) Belinda Colling (Parent Rep.) Rose Voice (Parent Rep.) Alastair Watt (Parent Rep.) Craig Paterson (Parent Rep.) Quinton Smith (Parent Rep.) Lucia Dowling (Staff Rep.) Rina Watt (Student Rep.) Joe Ferdinands (Principal) Anne Kirk (Secretary)</p>

At Maniototo Area School we show PRIDE in the school and ourselves through:

Participation

Being cooperative and contributing.
Taking part with a positive attitude
Being reliable

Respect

Treating others the way you want/the way they want to be treated.
Caring for property & the environment.
Taking care of one's own self.

Integrity

Being truthful to yourself, friends, whanau and community.
Being strong enough to do what is right.

Determination

Using your initiative & persevering when the going gets tough.
Committing to do the best we can.
Kia kaha - be strong

Empathy

Showing aroha towards others
Being kind and tolerant.
Being aware & considerate of people's feelings and culture.
Our Aims and Objectives

Area	Aims	Objectives
Curriculum Delivery	Our parent community believes quality teaching to be the most important aspect of a good school. Our teachers will encourage each student to reach their highest possible intellectual, practical, social and recreational abilities through planned yet varied learning opportunities within a challenging, caring and stimulating environment which motivates, sets high expectations, and fosters cooperation, responsibility and mutual respect.	Each year the principal and staff will develop, revise or confirm the curriculum plan in collaboration with the Board. The plan will include specific objectives for curriculum delivery, content, the maintenance of a safe learning environment, and the provision of appropriate guidance and career information for senior students.
Curriculum Content	To provide programmes that are responsive to the needs of the time and consistent with the national curriculum, while emphasising core skills of literacy and numeracy, effective communication, problem solving, critical and creative thinking, responsible decision making, and good citizenship.	The school's curriculum plan will identify the purposes and key principles of assessing, recording and reporting on student progress and achievement. Emphasis will be on key competencies.
Student Progress and Achievement	To regularly monitor and report each student's progress, achievements and attitudes in ways that give dependable information about their strengths and next learning steps, enable shared communication and decision making between home and school about learning priorities and goals, and give feedback on the effectiveness and suitability of learning programmes. To increase student's knowledge of their achievements and next steps	Junior School Students (Yr 1-8) have tracking sheets for Literacy and Numeracy. Students are assessed formatively and summatively and results used to plan programmes and report to parents. Reports are twice yearly. Twice yearly reports reflect key competencies and NZC. Yr 3-10 are diagnostically tested with e-asTTle and PAT early in the year and re-assessed in Term 4. Year 11-13 are given constant feedback on NCEA progress during the course of the year, including practice exams and internal assessment results.
Student Hauora and wellbeing	To provide a positive and safe environment where the physical and emotional needs of every student is cared for and nurtured; an environment which actively seeks to create a socially inclusive school where	A whole school approach to creating a school atmosphere through the implementation of 'Kia Kaha', has been introduced. The school adopts a proactive stance against any form of

	all students feel safe and happy. To encourage students to be supportive of others and to keep themselves safe in both the real and electronic worlds.	bullying. Student feedback is recorded regularly. One period a week, viz. the P.R.I.D.E period is used to actively promote the school values.
Personnel	To be a good employer by acting with fairness and integrity in all employment matters; to promote high standards of staff performance; to support their ongoing professional development, training and conditions of work, and to recognise and value staff initiatives and actions that benefit students and the image of our school.	In consultation with staff, the Board will prepare policies and plans to appoint quality staff, to reflect its commitment to being a good employer, and to guide the operation of fair, effective performance management systems which enhance teaching and learning. Staff wellbeing is a priority.
Finance	To manage the school's finances to meet current priorities and longer term goals for the operation and development of our school, and to achieve the best possible conditions and resources for teaching and learning.	The Board will prepare an annual budget to fund the school's curriculum, personnel, and property and administration activities. The Board will monitor and control income and expenditure throughout the year, and ensure the preparation, audit and publication of annual accounts in line with public sector accounting requirements.
Property	To provide safe, hygienic and well maintained facilities which are suited to the needs of teaching, learning and living, and to plan and make improvements that meet the needs of a progressive curriculum and modern learning environment.	The Board will progressively upgrade learning environments to support modern pedagogical approaches, ensure compliance with the conditions of any current asset management agreement, and prepare and implement an on-going plan of property maintenance and development, including provision for safety and hygiene and meeting legislative requirements re hazards.
Community Partnership	To encourage and welcome the interest, support and involvement of parents and the wider community in the life of our school and the well-being of our students, and to promote a school-community partnership which benefits from good two-way communications, co-operation, decision making and sharing of talents and resources.	The Board will have a policy with objectives for achieving parent-community support and involvement. The policy will be reviewed and reported on regularly, and revised as the need arises.

Cultural Diversity	<p>To foster understanding, appreciation and respect for traditional values of the Maniototo, and to promote equality of opportunity and good relationships among all cultures represented within our community.</p> <p>The Board will ensure that all reasonable steps are taken to provide instruction in tikanga Maori and Te Reo Maori for students whose parents request it. NetNZ and Te Kura will be used to provide secondary level programmes in Te Reo.</p>	<p>The school's plans and policies will be developed and implemented in ways that are sensitive to the cultural backgrounds and values of individual children and their families. This includes recognition of the unique position of the Maori people and their culture.</p> <p>Te Reo and tikanga Maori will be incorporated in school events, programmes and practices via REAP support</p>
School Self-Review	<p>To regularly self-review the performance of the school in relation to this charter so that achievements can be recognised and priorities identified for school development and improvement.</p> <p>The BOT will also use ERO Self-assurance statements for self-review.</p>	<p>The Board will have an annual time plan for the ongoing review of its plans and policies, ensuring that each plan and policy defines the procedures for its review. Reports from reviews will form the basis for deciding priorities for school development and improvement.</p>
Special Needs	<p>To offer an inclusive environment for learners with Special Education needs. The BoT will ensure that matters of access to learning and equity are taken into account. Where possible, special needs assistance will be given in the child's own classroom environment. Groups of pupils with identified common needs may be withdrawn from a normal mainstream classroom for specialised instruction.</p>	<p>Individual Education Plans will be written for some children receiving special programmes of instruction. These will be co-written with parents, class/group teacher, Special Education representative (MOESE), Special Education Needs Coordinator (SENCO), Support personnel, Teacher Aides and Deputy Principals if appropriate.</p>

Our Strategic Plan 2016-2018

We aim to...	How will this be addressed?	Who is Responsible?	Cost	Time Frame	Review
<p><u>Safety</u> <i>Provide an environment which is emotionally and physically safe.</i></p>	<p>Health Programmes - Hauora, Health curriculum School values and key competencies Teacher/student relationships Restorative practices Mentoring groups Pastoral care focus Use of student manager records Community support agencies PB4L Kia Kaha</p>	<p>Principal Staff BOT Students</p>	<p>Guest speakers: Eg. John Parsons</p> <p>Resource personnel Eg. Stewart Hawkins</p>	<p>Ongoing</p>	<p>Survey - bi- annual Staff Students BOT</p>
<p><u>Community</u> <i>Create a community of learners, by building stronger links between family/whanau, students and school</i></p>	<p>Assemblies and performances Deliberate formal and informal contact Initial report and interview Consultation events - hui School website and Positively Maniototo articles Notice boards and screen celebrating school events. Passion Projects P.R.I.D.E postcards School Facebook page Utilizing parent and community ability Participation in community panels,</p>	<p>Principal Staff BOT Parent Community</p>	<p>Cost of Web Site \$1200 Resourcing Outdoor Education equipment Parent Portal</p>	<p>Ongoing</p>	<p>Principal Staff BOT</p>

	groups Links with ECE and other schools				
<u>Uniqueness</u> <i>Meet the unique needs of Area School Students and develop programmes that respond to these needs</i>	Utilize teacher knowledge across school Collaborative planning Schoolwide events/house structure Student led activities - school council Use of local contexts and environments Participation in and contribution to community events VC virtual classrooms Participation in Area School tournaments Establishment of and participation in the Southern Area Schools Community of Schools	Principal Senior Leadership Staff Students Principal, BoT of all 6 Area Schools Staff	\$500 \$1000	Ongoing Ongoing	Staff Y1-8 classes use inquiry model As per agreed model with MoE
<u>Property</u> <i>Develop plans for modern learning environment supported by ICT</i>	Planning & Master Design for school rebuild Create collaborative learning spaces using existing rooms with alterations Develop long term strategy for property improvement & replacement Develop sustainability & environmental awareness Complete scheduled maintenance Joint responsibility for pride in environment	Principal BOT Caretaker Staff Students MoE appointed designers & advisers Eg. Capital Works; Logic Group	Property consultants \$35,000 \$40,000	Ongoing	Annual BoT property subcommittee Project Manager

<p><u>Resourcing (ICT)</u> <i>Resource the school so it meets the needs of 21st Century and Digital Learners</i></p>	<p>Increase numbers of computers in school making use of Wireless Technology Introduce BYOD in NCEA. School programmes and practices enhanced by efficiencies and opportunities of ICT. Increase ability to use SMS,</p>	<p>Principal BOT ICT Leader</p>	<p>\$15000 per year</p>	<p>Ongoing</p>	<p>Principal Staff ICT leader - annual evaluation</p>
<p><u>Values:</u> <i>Create a teaching environment that is challenging, values learning and reflects the needs and achievement of the students.</i> <i>Create Classroom environments that foster mutual and self respect, cooperation and understanding</i></p>	<p>Classroom maintenance Classroom display of student work Classroom replacement & refurbishment 5YP Emphasis on positive Teacher/student Relationships Playground and environmental development School wide expectations Health programmes & inquiry</p>	<p>Principal Staff Students</p>		<p>Ongoing</p>	<p>Principal Staff</p>
<p><u>Holistic</u> <i>For teachers to help students acquire key competencies through a range of contexts and: teach problem solving and thinking skills give priority to success in literacy and numeracy (language, symbols, text) allow for student directed</i></p>	<p>Inquiry opportunities for students Collaborative teaching & learning Goal setting by students Self & peer assessment Numeracy grouping in class Reading grouping in class Use of Teacher Aides & special programmes eg ALiM, STEPs ICT integration IEP's for Senior students</p>	<p>Principal Staff Students Parents Mentors</p>		<p>Ongoing</p>	<p>Principal Staff</p>

<p><i>learning(managing self)</i> <i>promote physical activity</i> (participating, contributing) <i>give opportunities for artistic expression.</i> (participating, contributing) <i>To develop a consistently positive and supportive school environment by successfully implementing Tier 1 of PB4L and identify processes to increase engagement of at risk learners.</i></p>	<p>Daily fitness and PE Co Curricular sporting opportunities Music/Dance/Performing Arts Opportunities Passion Projects Student self-assessment of key competencies and targeted teaching of KCs PB4L team to develop the framework and initiate the PB4L approach to pedagogy and behavior management</p>	<p>MoE - John Taylor PB4L team Staff, Parents, Students.</p>	<p>\$6,000</p>	<p>3-5 years</p>	<p>PB4L team</p>
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Realising Maori Potential

As a result of consultation with our local Maori community the following courses of action have been adopted to enhance Maori achievement at Maniototo Area School

- Ongoing monitoring and tracking of Maori achievement, but taking care when reporting data that individuals may not be able to be identified
- Ka Hikitia - using specific strategies that further enhance Maori achievement
- Ongoing teaching of Tikanga Maori in our Junior School and encourage students to be proud of their tikanga
- Establishment of a sustainable Kapahaka excellence group
- Encourage strong tuakana-teina relationships
- Teachers integrating Maori across all curriculum areas. Being aware of Maori perspective

2018

- Promote te reo using REAP kaiako, Whaea MaryAnne, extend Kapa Haka
- Provide Te Reo instruction via NetNZ at NCEA levels
- Continue to focus on student achievement in line with consultation in 2015. Kahnohi ki kanohi consultation to refine goals and focus areas
- Continue and embed 2016 priorities.

Our Curriculum Annual Plan 2018

Target Area	How will it be addressed?	Responsibility Timeframe	Outcomes	Cost	Review
Years 1-8 Writing	At least 85% of our students will be at or above required levels. Improvements over previous years will be extended and consolidated. Ongoing moderation will support consistency of judgments. Teacher Aides will support identified students and groups.	Year 1-8 Teachers Lucia End of Term 4	To have 85% achieving at or above the curriculum levels.	Staffing and Teacher Aide Hours	
Years 1-8 Maths	The data shows that the greatest learning needs are in Maths. We will use assessment data gathered in March to design programmes aimed at improving progress. We want to determine where our major gaps are (e.g. in Number or Strand or both). We will be looking closely at our Basic Facts and Maintenance programmes to see if we can make any changes that will improve achievement levels.	Year 1-8 Teachers Deputy Principal End of Term 4	to have 85% achieving at or above the curriculum levels	Staffing and Teacher Aide hours	
Maori Target	The biggest challenge in Maori achievement appears to be Maths - this is different from the past when Writing was the most problematic area. This will be a syndicate focus for 2018. .	Term 1-4	The discrepancy between Maori boys' achievement and that of cohort will decrease	Teacher Aide Hours	
School-wide Achievement of At Risk Students	Participation in IES as a member of Area Schools' Community. Inquiry into motivation of students with low participation & engagement and strategies to motivate disengaged and unsuccessful students Team approach to improving success rates for at risk students Issues in the NCEA moderation report will be addressed by improving moderation processes. 'Flexitime' has been introduced to enhance the IEPs that have been set up for the senior students. The use of Strategic Planners and mentors too will be continued. Consolidation of Tier 1 PB4L will help develop strategies to engage at	Area Schools Community Teachers Ongoing	Risks to student achievement will be identified earlier and all teachers will have access to information in all subject areas. Area School teachers will pool expertise Leadership team will use data to guide	Indeterminate (see annual budget)	Principal Leadership Team as per MoE

	risk or underachieving students		improvement		
Year 11-13 NCEA Target	<p>90% of our Year 11-13 students will attain the NCEA level they are aiming for. Detailed goals will be developed with students and their families.</p> <p>We will increase the proportion of students having endorsements in merit or excellence and the numbers of credits passed at merit or excellence</p> <p>Stronger, clearer course guidance and earlier engagement of families /whanau.</p>	<p>Senior NCEA Teachers Alec Campbell</p> <p>Term 1-4</p>	<p>Students and whanau will have shared understanding of student goals and programmes</p> <p>Success rates will improve to 90% success overall</p>		Deputy Principal & Principal
Year 7-13 Student Health and Well Being	<p>To focus on students' awareness and development of the Key Competencies and the school P.R.I.D.E values.</p> <p>Support goal setting and achievement</p> <p>Support anti cyber bullying programme to keep it visible in the school and community</p>	<p>Year 7-8 Homeroom Teachers</p> <p>Year 9 -13 Tutor Teachers, mentors</p> <p>Terms 1 -4</p>	<p>Students will have enhanced relationships with teachers and each other.</p> <p>Year 10 students will be supported to develop key competencies.</p>	Relief time for any PD	Principal

Our Property & Finance Annual Plan 2018

Target Area	How will it be addressed?	Responsibility /Timeframe	Expected Outcome	Cost	Review
Property re-development	A master plan that meets the needs of the school and priorities of the community will be developed. Plans will include teaching areas that cater to all learning and teaching needs, and enhanced outdoor teaching areas.	Shaun Pont & Logic Group End Term 4	Agreed plan for redevelopment will be completed	To be determined)	
Property management	Playground hazards of lack of safety surfaces and further tree trimming will be prioritized. A school planting programme will be designed, costed, developed and established	BoT Property End T2 SLT team Mid Term 4 Alec	Risks from trees minimized Resource for horticulture established	TBC	
Annual Accounts and Annual Audit	Annual account, including variance report completed by due date for approval and audit	Executive Officer Principal	Public sector accounting expectations will be met		
Financial Reporting	For finance subcommittee to prepare monthly reports for BoT that shows financial performance and financial position.	Treasurer Principal Executive Officer	BoT will have clear understanding on which to base decisions. Priorities will be funded		
School Fees/Donations	Ensure that processes are clear, easy to follow and comply with public sector guidelines for schools and Ministry directives	Executive Officer	Maintain current rates of payment of donations and fees		

Our Community Annual Plan 2018

Area	How will it be addressed?	Responsibility / Timeframe	Outcomes	Cost	Review
Reporting to Parents	<p>Reporting: Report schedule reviewed and initial report includes student self-assessment, goal setting and parent input.</p> <p>Process for establishing OTJ's refined and clarified for parents/family. (Ongoing)</p> <p>Inclusion of summaries of school wide and departmental data in school newsletters</p>	<p>Principals and Teachers Term 1</p> <p>Leadership teams Term 4 Teachers Term 1 and 2</p>	<p>Improved communication and partnership Families better informed OTJ's that are accurate and defensible known by parents The relationships between home and school</p>	TBC	
Parent Meetings	<p>Increase the proportion of families attending meetings. Deepen the level to which families are consulted with and have input. Review changed schedule for usefulness and manageability</p>	<p>Principal and teachers Term 1 wk 5, T2 wk 9, T3 Yr 11-13 only T4 wk 7 T4 wk 8 Yr 9-10</p>	<p>Tataiako implementation progressed</p>		

School Publicity	Screen in foyer showcasing width & depth of curriculum Newsletters, Notice boards, articles in Positively Maniototo Burn Radio School Facebook page and website Development of publicity flyers for Year 7/8 students	Principal Staff Students	Ongoing	TBC	
Community Consultation	Maori community consultation Regular 'small surveys' to evaluate school programmes and events Kanohi ki kanohi - take opportunities to ask families/whanau their opinions The community will be consulted about the property master plan	Principal via Stewart Hawkins Term 2 Lauren & Staff BOT & Principal	Increased whanau understanding of Neg requirement and knowledge of student achievement.	TBC	BOT

Our Personnel Annual Plan 2018

Area	How will it be addressed?	Responsibility Timeframe	Outcomes	Cost	Review
Appraisal	Appraisal system aligns with legislative requirements and incorporates RTC, professional standards and the school priorities - shifted to Jan to Dec cycle. Done online through Arinui	Principal Deputy Principals Term 1-4	Good practice will be shared and spread	\$100 per staff	
Professional Development	All teachers will participate in Development through the PB4L focus which links pedagogy and pastoral care, School wide & CoL wide focus on writing PLD	Leadership Team In-school Kahui Ako tr.	Increased awareness and consistency of practice	TBC	
Personal Professional Development	Staff will develop their own personal development plan that is part of the performance management system and aligns with school goals. All PLD will be related to the goals in the personal plans & Kahui Ako Year 0-8 to continue to investigate ways of improving Writing & Math teaching and learning programmes.	Principal Teachers	Aligned systems will support good teaching practice. PD will support teachers own goals		Varied, needs consolidation
Good Employer	Board review feedback from surveys to ensure and assess staff morale and wellbeing	Board of Trustees (T3)	Improved staff morale		
Allocation of Units	Develop a procedure for the designation of units and of school structure (rotation of fixed units biennially) in consultation with staff.	Senior leadership Term 1	Allocations will align with school priorities		

<p>IES Teamwork & Change</p>	<p>Teachers will be supported and encouraged to be responsive to change and to become a more unified team. Senior teachers will increase joint responsibility for student achievement and success - holistic approach that is student centred. IES participation will address identified challenges Team effort in SLC supervision and monitoring Collaborative teaching in Yrs. 2 to 8</p>	<p>Principal Senior leadership team Term 1 then ongoing</p>			
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Our Governance Strategy of Self Review

	Year 1 - 2016	Year 2 - 2017	Year 3 - 2018
Term 1	<i>Annual Plan Assessment and Reporting Community Consultation - property redevelopment IES - Area Schools community</i>	<i>Annual Plan Support Programmes - including ESOL, Reading Recovery, STEPs, ALiM</i>	<i>Annual Plan S.I.E.P (2017) English Music NCEA review (2017) PB4L</i>
Term 2	<i>BOT Self Assurance - Curriculum & Plan English Maori Community Consultation</i>	<i>BOT Self Assurance - hauora & welfare Mathematics</i>	<i>Science Woodwork & Graphics BOT Self Assurance - Asset Management Ctte Community Consultation - property redevelopment</i>
Term 3	<i>BOT Self Assurance Finance Ctte PE & Health (incl. Consultation mtg). Science</i>	<i>Technology BOT Self Assurance Health, Safety & Welfare Ctte</i>	<i>Social Studies Careers BOT Self Assurance CoL</i>
Term 4	<i>Charter 2017</i>	<i>Charter 2018</i>	<i>Mathematics EOTC BOT Self Assurance Finance Ctte Charter 2019</i>

2018 BOT MEETING DATES (proposed)

Term 1 Thu 22nd February
Wed 28th March

Term 2 Wed 16th May
Wed 13th June

Term 3 Wed 25th July
Wed 29th August

Term 4 Wed 17th October
Wed 14th November
Wed 5th Decembe

Our Policy Review Cycle

Maniototo Area School has now moved online with School Policies on Schooldocs (www.schooldocs.co.nz)
 School policies will be reviewed as per the notifications given by Schooldocs.

	Status	2016	2017	2018
NAG1 Curriculum Plan	<i>Reviewed 2015</i>	✓	✓	✓
MAS ACCREDITATION Document	2014	✓		✓
Maori Achievement	2014	✓	✓	✓
NAG2 Charter & Strategic Plan	2016 Charter done.	✓	✓	✓
NAG3 Employment & Personnel Policy	2011	✓		✓
NAG4 Finance and Budgeting	2014		✓	✓
NAG5 Health & Safety Policy OSH Procedures & Hazard Management	2014 (<i>begun - to be completed</i>)	✓	✓	✓
Management of Suspected Child Abuse		✓	✓	
Education Outside the Classroom Policy for EOTC	2015 started	✓		
Other Formal Complaints and Disciplinary	2015		✓	✓

AREAS OF RESPONSIBILITY February 2018 : Any member may attend any meeting

Committee	Convenor				
Professional Ethics	Chairman	Principal	Staff Rep		
Appointments/EEO	Principal EEO Officer	Rose Voice	Belinda Colling	Alastair Watt	Staff Rep
Property/School Houses	Alastair Watt (School) Rose Voice (Houses)	Principal	Chairman	Craig Paterson	
Health & Safety	Principal	Chairman	Staff Rep	Alastair Watt	
Finance	Chairman	Principal	Executive Officer	Craig Paterson	
Curriculum	Principal	Staff Rep	Student Rep	All Board Members	
PTA	Tina Becker	Staff Rep	Quinton Smith	Belinda Colling	
Policy	Principal	Staff Rep	Belinda Colling	Dave Hutton-Atkins	Alastair Watt
School Rebuild	Chairman	Principal	Craig Paterson	Quinton Smith	co-opted member

In accordance with Section 64 of the Education Act, the Maniototo Area School Board of Trustees undertakes to take all reasonable steps to achieve the purpose, aims and objectives in this charter which have been approved by the board following consultation with the community in terms of Sections 61 and 63 of the Education Act, and to take full account of the National Education Guidelines and all statutory obligations.

The Board of Trustees accepted this charge as its undertaking to the Minister of Education on
This charter was submitted to the Ministry of Education for the Minister's approval on

(Ratified in minutes).

Chairperson, Board of Trustees

Date 2018

For Minister of Education

ANNEX A: CODES OF CONDUCT



**Effective governance and management is a successful blend of community involvement and professional competence.
The Board of Trustees agrees to adhere to the following Code of Conduct.**

BOARD OF TRUSTEES

In carrying out their responsibilities, members of the Board will:

1. Ensure that the needs of the students and their learning are given full consideration when planning, resourcing and implementing the school's curriculum.
2. Ensure that all students are provided with an education which respects their individuality and challenges them to reach the highest standards of personal achievement.
3. Serve their school and their community to the best of their ability and be honest, reliable, trustworthy, loyal and fair.
4. Act with fairness and integrity in all matters concerning staff, the Principal, parents and students.
5. Maintain the confidentiality and trust vested in them.
6. Ensure strict confidentiality of papers and information related to the Board's position as employer.
7. Ensure that individual trustees do not act independently of the Board and its decisions.
8. Accept that the Principal is the professional leader of the school and responsible in the first instance to the Board.

PRINCIPAL

In carrying out his or her duties, the principal will:

Ensure that the needs of the students and their learning are given primacy in planning, resourcing and implementing the school's curriculum.

Show commitment to the belief that each student is of equal value and is entitled to an education which respects their individuality and challenges them to reach their highest standards of personal achievement.

Be loyal to the Charter and fully committed to achieving its purpose, aims and objectives.

Act fairly and with integrity in all matters concerning staff, members of the Board of Trustees, parents and students, and show a commitment to the continuing development of the staff's professional skills.

Work cooperatively with school staff, but take final responsibility for decisions within the Principal's authority as delegated by the Board.

Provide all information on a student to any person with legal rights to the information who requests it, and respect confidentiality by keeping information on students from people who have no right to it.

Not vote in Board of Trustees' decisions in relation to the Principal's employment.