

Maniototo Area School



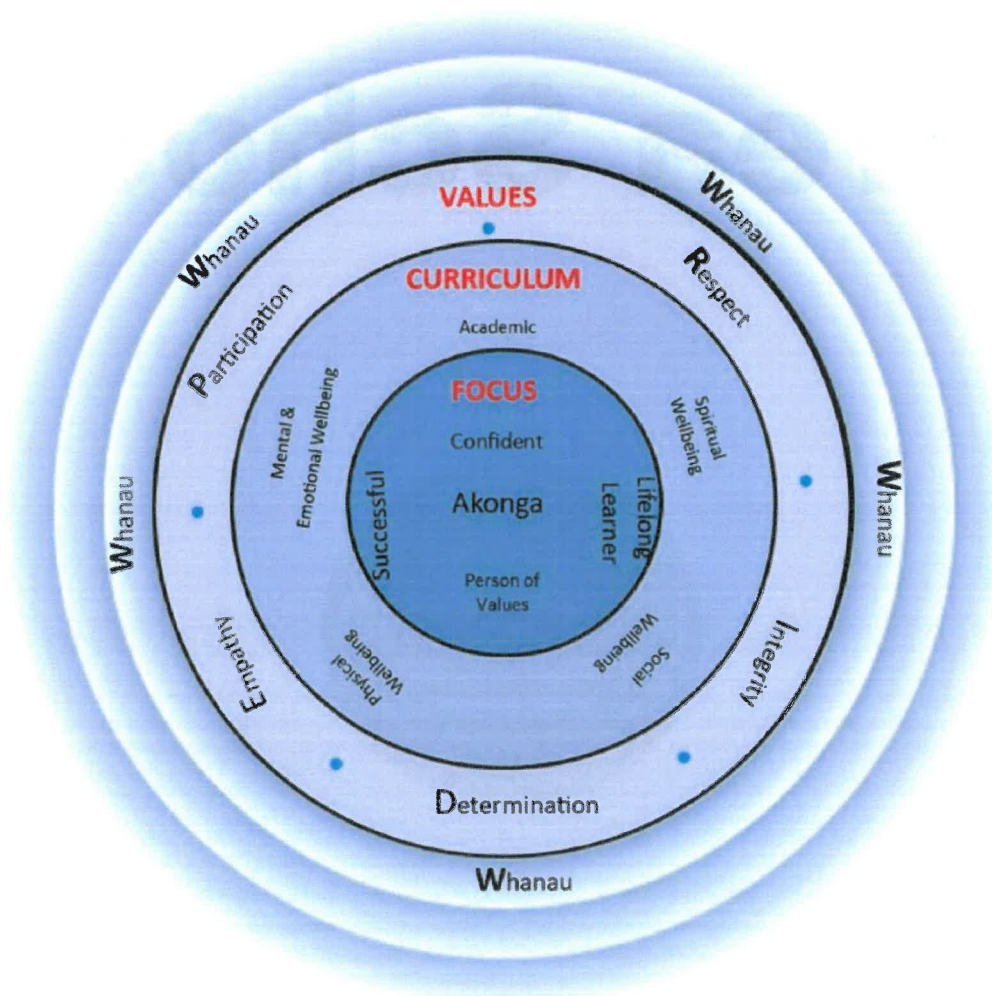
**Charter
2022**

'By learning we live'

TIMELINE:

BOT CONSULT: February 2022 SLT CONSULT: Feb 2022 STAFF CONSULT: Feb 2022
PARENTAL CONSULT: April-August 2022 WHANAU CONSULT: May-September 2022

Maniototo Area School Vision and Purpose



MANIOTOTO AREA SCHOOL STRATEGIC PLAN 2022

Values— ‘How we live’

*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:*

Participation
Respect
Integrity
Determination
Empathy

Mission – ‘Why we are here’
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.



By Learning We Live

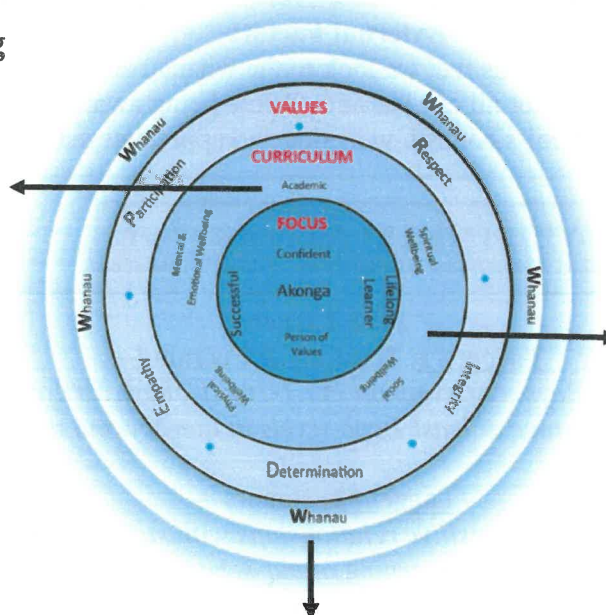
Vision— ‘Where we are going’

Through positive influence, example and efforts our students will:
Live the P.R.I.D.E values of the school
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

Our Strategic Foci at MAS

Teaching & Learning

Quality teaching is the most important aspect of our school
Teachers encourage each student to reach their highest possible intellectual, practical, social and recreational abilities
Provide planned and varied learning opportunities in a challenging, caring & stimulating environment
Set high expectations, foster cooperation, responsibility and mutual respect.



Hauora

Provide a positive & safe environment where the physical & emotional needs of every student is cared for and nurtured
A socially inclusive school where all students feel safe and happy
Encourage students to be supportive of others and to keep themselves safe in the real & electronic worlds

External focus

Encourage & welcome interest, support and involvement of whanau
Promote school-community partnership
Foster understanding, appreciation and respect for traditional values of the Maniototo and promote good relationships among all cultures
Grow commitment to the Kahui Ako

LEVEL ONE: Mission—Vision—Values

MISSION: Our Mission statement answers the question ‘Why are we here?’

VISION: Our Vision statement answers the question ‘Where are we going?’ and ‘What do we want to see in our learners?’

VALUES: Our Values relate to ‘How do we act?’. They set out the principles and standards we aspire to.

Our Strategic foci/goals stem from our Vision Statement. They answer the question ‘What are the most important objectives to the current and future health of Maniototo Area School?’

LEVEL TWO: Strategic Foci

Teaching & Learning

Teaching & learning is at the centre of what we do.

If we wish to improve outcomes for all students, we must focus on the relationship between the teacher, student, and content. The task that students complete show us how strong the connection is.

It is thus important that our systems and processes are strong and support teaching & learning, and wellbeing.

Hauora

In order to improve academic outcomes for all students, we must create a positive, safe, and supportive environment where every student feels cared for and nurtured. We believe that academic success and Hauora complement each other

External Factors

We are a community school. This means that we look to the whanau and the wider community to help us in achieving our mission and vision for all our learners. While being aware of the fact that external factors are quite often outside of the school’s control, we value and appreciate school-community partnership.

LEVEL THREE: Annual Targets

2022 Targets

Target #1: Teaching & Learning—

Curriculum Area – Overall Boys Achievement (Yr.1-10): *To have 50% of ‘at-risk’ boys (including Maori) advance at least 2 sub-levels in literacy and numeracy*

Target #2: Hauora—

Student Wellbeing: *To promote positive relationships with staff and peers through deliberate teaching/learning of our school values*

To monitor and support student wellbeing in secondary school through a well-balanced Health curriculum

Target #3:

Community-School Participation: *To have wider and more frequent interaction between the school, the wider community, and the Kahui Ako in building the MAS Local Curriculum*

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

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. Focus on our at-risk students will be our main priority.
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. Achievement is also shown on Edge. Students are assessed formatively and summatively and results used to plan programmes and report to parents. Reports are twice yearly. Yr 3-10 are diagnostically tested with e-asTTle and PAT early in the year and in some cases, re-assessed in Term 4. Year 11-13 are given constant feedback on NCEA progress during the course of the year, including practice exams, internal assessment results and through their strategic planners.
Student Hauora and wellbeing	To provide a positive and safe environment where the physical and emotional needs of every student are cared for and nurtured; an environment which actively seeks to create a socially inclusive school where 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.	Students are taught the importance of respectful relationships through specific programmes, e.g. through P.R.I.D.E lessons and regular mentoring sessions. The school adopts a proactive stance against any form of bullying. Student feedback is recorded regularly. One period a week, at whanau time, 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 continue to work closely with all parties involved in the ongoing whole-school rebuild and keep in mind provision for safety and hygiene and meeting legislative requirements re hazards. The whole school rebuild is ongoing and will continue through to the beginning of 2023.
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, cooperation, decision making and sharing of talents and resources.	The Board will continue to strengthen parent-community support and involvement. The progress will be reviewed and reported on regularly, and revised as the need arises.
Cultural Diversity	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. 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.	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. Te Reo and tikanga Maori will be incorporated in school events, programmes and practices and timetabled classes for Te Reo and Kapa Haka.

School Self-Review	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. The BOT will also use ERO Self-assurance statements for self-review.	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.
Special Needs	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.	Individual Education Plans will be written for some children receiving special programmes of instruction. These will be co-written with parents, class/group teacher, RTLB, Special Education Needs Coordinator (SENCO), Support personnel, Teacher-Aides and Deputy Principals if appropriate. The school is working closely with the Ministry through the Learning Support Register and regular Inter-Agency meetings held twice a term in the school.

STRATEGIC PLAN 2021-2023

Our Theory of Action: We believe that one or two informed and educated goals are better than simply hedging our bets with low-risk targets.

Each target must be based on evidence (why we need to do this).

So:

1. the target must focus on the instructional core
2. The target must relate to the other areas of focus
3. The target must address identified problems and be visionary at the same time.
4. Everyone takes ownership of the target

2021		
Strategic Focus: Teaching & Learning	Strategic Focus: Hauora	Strategic Focus: Whanau
<p>Target(s): <u>Target #1:</u> Teaching & Learning— What/Why/How ????? (Yr.1-10): To have</p> <p>Planned Actions: 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, e.g. ALiM, STEPs Daily fitness and PE Co-Curricular sporting opportunities Music/Dance/Performing Arts Opportunities PB4L team to develop the framework and initiate the PB4L (Tier 2) approach to pedagogy and behaviour management Have regular school-wide PLD for whole staff on writing. Ensure that the focus on writing encompasses all curriculum areas, especially in the secondary Continue the STEPS literacy programme Provide specific grammar programmes Include our teacher-aide team in writing PDs throughout the year Provide teacher-aide support Create IEPs for the students</p>	<p>Target(s): <u>Target #2:</u> Hauora— What/Why/How <i>Student Wellbeing:</i> 80% of our PB4L identified Tier 2 students will have success through effective interventions</p> <p>Planned Actions: Health Programmes - Hauora, Health curriculum School values and key competencies Teacher/student relationships Restorative practices Mentoring groups Pastoral care focus especially of the Tier 2 students. Use of student manager records Community support agencies PB4L Include student feedback at regular intervals through whanau times, student Council, student leadership team meetings Have regular monthly meeting with Student Leaders. Conduct whole-school activities that build better relationships.</p>	<p>Target(s) Involve the wider community in school activities</p> <p>Planned Actions: Hold regular assemblies and performances Parent consultations at regular intervals Have an Open Day in Term 2 Have 'meet-the-teacher' afternoon in Term 1 Involve the students in the wider community through interactions with the community. Keep the community informed of the school-wide focus on writing.</p>

Have diagnostic tests, e.g. Asttle to track progress Keep Learning Support Register up-to-date. Tracking reflections at set times of the year		
2022		
Strategic Focus: Teaching & Learning	Strategic Focus: Hauora	Strategic Focus: Whanau
<p>Specific Target(s): <i>Overall Boys Achievement (Yr.1-10): To have 50% of 'at-risk' boys advance at least 2 sub-levels in literacy and numeracy</i></p> <p>Planned Actions: To accelerate the progress of the group of identified at-risk students by at least 2 sub-levels, we will:</p> <ul style="list-style-type: none"> • Have regular school-wide PLD for whole staff on boys' achievement. • Ensure focus on literacy & numeracy through all curriculum areas • Continue the current literacy programmes (eg. STEPS) • Provide specific grammar programmes • Include our teacher-aide team in PDs throughout the year • Provide teacher-aide support • Create IEPs for the students • Have diagnostic tests, e.g. Asttle to track progress • Keep Learning Support Register up-to-date. Tracking reflections at set times of the year 	<p>Specific Target(s): <i>Student Wellbeing: (whole school): To promote positive relationships with staff and peers through deliberate teaching/learning of our school values</i></p> <p><i>To monitor and support student wellbeing in secondary school through a well-balanced Health curriculum</i></p> <p>Planned Actions: We will:</p> <ul style="list-style-type: none"> • Conduct a survey in Term 1 and again in Term 3 • Include student feedback at regular intervals through whanau times, student Council, student leadership team meetings • Introduce Skodel, an online programme, to monitor and interact with students on their wellbeing. • Have regular monthly meeting with Student Leaders. • Conduct whole-school activities that build better relationships. 	<p>Specific Target(s): <i>To have wider and more frequent interaction between the school, the wider community, and the Kahui Ako in building the MAS Local Curriculum</i></p> <p>Planned Actions: We will:</p> <ul style="list-style-type: none"> • Hold regular assemblies and performances • Parent consultations at regular intervals • Have an Open Day in Term 2. This is dependent on the COVID-19 situation at the time. • Have 'meet-the-teacher' afternoon in Term 1. This may be done via Zoom or telephone calls. • Involve the students in the wider community through interactions with the community, once COVID-19 restrictions are lifted. • Keep the community informed of the school-wide focus on writing.
<p>Overall general target(s)/goal(s): 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</p>	<p>Overall general target(s) goal(s): Values: Create a teaching environment that is challenging, ensures values learning and reflects the needs and achievement of the students. Create Classroom environments that foster mutual and self-</p>	<p>Overall general target(s)/goal(s): Create a community of learners, by building stronger links between family/whanau, students and school</p>

<p>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.</p> <p>Planned Action(s): Principal & Staff will develop, revise or confirm the curriculum plan in collaboration with the Board. We will:</p> <ul style="list-style-type: none"> • Provide Inquiry opportunities for students • Carefully track students • Continue family-school communication • Track our Maori students, especially in literacy & numeracy. • Focus on our Filipino students especially in Literacy • Continue collaborative teaching & learning • Encourage goal setting by students • Introduce the new structured literacy/reading Programme in Yr. 1 & 2 • Carry on with ALiM & STEPs • Roll out the Digital Technologies Curriculum • Continue suitable PLDs for entire staff, especially on Local Curriculum and New Pedagogies for Deep Learning (NPDL) <p>Who is Responsible? The Principal & Staff, along with students, parents/caregivers, mentors.</p> <p>Review: Regular reviews will be carried out by the SMT and Staff. Specific data will be collected in June and December.</p>	<p>respect, cooperation and understanding Provide an environment which is emotionally and physically safe.</p> <p>Planned Action(s): We will:</p> <ul style="list-style-type: none"> • Have regular timetabled classes that explicitly teach our P.R.I.D.E values • Emphasise positive teacher-student relationships • Continue our restorative practice approach • Continue with P.R.I.D.E cards, postcards, and other acknowledgements • Have classroom displays of student work that creates a sense of achievement among the students. • Increase student involvement in outdoor activities through PE, games and sports, other EOTC activities, camps, and co-curricular and extra-curricular activities. • Allow student feedback on their wellbeing and provide mentoring through Skodel. <p>Who is Responsible? The Principal, Senior Management Team, staff, student leaders, students.</p> <p>Review: A survey will be taken in Term 1 and again in Term 4. Data will be analysed, discussed, and presented to the BoT Collate information from Skodel.</p>	<p>Planned Action(s): We will:</p> <ul style="list-style-type: none"> • Continue to maintain our facebook page and website • Have regular newsletters to parents • Continue to maintain notice boards and screen, celebrating school events and student successes. • Continue with points mentioned in the specific targets above. • Consult with the wider community and the Kahui Ako as we create our Local Curriculum <p>Who is Responsible? The Principal, SMT, marketing sub-committee, Staff, School Board, PTA</p> <p>Review: Regular meetings will be held by the sub-committee. Feedback will be looked at when planning further events.</p>
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2023		
Strategic Focus: Teaching & Learning	Strategic Focus: Hauora	Strategic Focus: Whanau
<p>Overall general target(s)/goal(s): 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.</p> <p>Planned Action(s): Principal & Staff will develop, revise or confirm the curriculum plan in collaboration with the Board. We will:</p> <ul style="list-style-type: none"> • Provide Inquiry opportunities for students • Carefully track students • Continue family-school communication • Track our Maori students especially in writing. • Continue collaborative teaching & learning • Encourage goal setting by students • Continue the Structured Literacy Programme <p>Who is Responsible? The Principal & Staff, along with students, parents/caregivers, mentors.</p> <p>Review: Regular reviews will be carried out by the SMT and Staff. Specific data will be collected in June and December.</p>	<p>Overall general target(s) goal(s): Values: Create a teaching environment that is challenging, values learning and reflects the needs and achievement of the students. Create Classroom environments that foster mutual and self-respect, cooperation and understanding Provide an environment which is emotionally and physically safe.</p> <p>Planned Action(s): We will:</p> <ul style="list-style-type: none"> • Have regular timetabled classes that explicitly teach our P.R.I.D.E values • Continue our restorative practice approach • Continue with P.R.I.D.E cards, postcards, and other acknowledgements • Have classroom displays of student work that creates a sense of achievement among the students. • Increase student involvement in outdoor activities through PE, games and sports, other EOTC activities, camps, and co-curricular and extra-curricular activities. • Continue the use of Skodel to check on student wellbeing <p>Who is Responsible? The Principal, Senior Management Team, staff, student leaders, students.</p> <p>Review: A survey will be taken in Term 1 and again in Term 4. Data will be analysed, discussed, and presented to the BoT</p>	<p>Overall general target(s)/goal(s): Create a community of learners, by building stronger links between family/whanau, students and school</p> <p>Planned Action(s): We will:</p> <ul style="list-style-type: none"> • Continue to maintain our facebook page and website • Have regular newsletters to parents • Continue to maintain notice boards and screen, celebrating school events and student successes. • Continue with points mentioned in the specific targets above. <p>Who is Responsible? The Principal, SMT, marketing sub-committee, Staff, School Board, PTA</p> <p>Review: Regular meetings will be held by the sub-committee. Feedback will be looked at when planning further events.</p>

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

- Awareness and implementation of Te Tiriti o Waitangi as specific to MAS
- 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, Te Ao Maori, & Te Reo Maori in our Junior School and encourage students to be proud of their tikanga
- Sustaining and growing our Kapahaka group
- Encourage strong tuakana-teina relationships
- Teachers are integrating Maori across all curriculum areas. Being aware of Maori perspective
- Continue to promote Te Reo using REAP kaiako, continue & strengthen Kapa Haka
- Liaise with Ministry of Education and with Karati Metcalfe from Twizel, as a progression from the previous year.
- Extend Te Reo instruction in Yrs. 1-8 and opportunities via NetNZ at NCEA levels
- Continue to focus on student achievement in line with consultation in 2019. Kahnohi ki kanohi consultation to refine goals and focus areas
- Continue and embed priorities previously identified.

Our Curriculum Annual Plan 2022

Target Area	How will it be addressed?	Responsibility & Timeframe	Outcomes	Cost	Review
Years 1-10 Overall Boys Achievement	At least 50% of identified at-risk students in writing will move at least two sub-levels by the end of the year. The At-Risk Register & Learning Support Register will be regularly updated. Teacher Aides will support identified students and groups.	Year 1-10 Teachers Lucia Nikki Joanna Mid-Year check & End of Term 4	To have 50% moving at least two sub-levels by the end of the year.	Staffing and Teacher Aide Hours Additional resources	Principal SMT SLT Staff
	Formal PD for staff through Core Ed and Kahui Ako interaction.	Principal Core Ed. (PLD Provider), Within School teachers		Additional allowance for teachers to collaborate with other Kahui Ako colleagues. PLD costs	
	Work with Kahui Ako and the community in building our	Principal SMT	Create our Local	PLD costs Travel	Principal

Local Curriculum	Local Curriculum. PLD through Core Education on New Pedagogies for Deep Learning	Within school teachers All staff	Curriculum in the coming terms Ongoing	Resources	SMT Within School teachers
Student wellbeing	<p>Dedicated teaching period to embed school PRIDE values.</p> <p>Use Skodel to create real time assessment of student wellbeing and student voice.</p> <p>Develop the Health Curriculum over the year to ensure wellbeing of students in the secondary school.</p> <p>Provide opportunities for student voice through Student Council and regular meetings between management and student leaders</p> <p>Regular whole-school activities e.g. PRIDE afternoon, House competitions etc.</p>	<p>Year 1-13 Teachers</p> <p>PRIDE team</p> <p>SMT</p> <p>Start of year checkpoint</p> <p>End of year check</p>	<p>Real time interaction with students.</p> <p>Ongoing</p>	<p>Restorative Practices</p> <p>PLD</p> <p>PB4L Tier 2</p>	<p>SMT</p> <p>Senior Dean Form / Homeroom teachers</p>
Maori Target	<p>Maori students who have been identified as 'at risk' will move at least two sub-levels in one or more of the following areas: Reading, Writing & Maths</p> <p>Close monitoring of on-going progress of Maori students.</p> <p>Maori students in NCEA will gain at least Level 2 before they leave school.</p>	<p>Year 1-10 teachers</p> <p>NCEA teachers</p>	Maori students who are well below will move at least two sub-levels	Teacher Aide Hours	SMT
School-wide Achievement of At-Risk Students	<p>Continued participation in our Kahui Ako. A team approach to improving success rates for at-risk students and other goals that the Kahui Ako works on each year.</p> <p>Close monitoring of at-risk NCEA students will continue through the year.</p> <p>Consolidation of Tier 1 PB4L will help develop strategies to engage at-risk or underachieving students</p> <p>Focus on Tier 2 students.</p>	<p>Kahui Ako Teachers</p> <p>Joanna Brooks (Senior Dean)</p> <p>SMT SLT</p> <p>Ongoing</p>	Risks to student achievement will be identified earlier, and all teachers will have access to information in all subject areas. Kahui Ako teachers will pool expertise. The leadership team will use data to guide improvement	Indeterminate (see annual budget)	<p>Principal</p> <p>Leadership Team as per MoE</p>

Year 11-13 NCEA Target	<p>All Year 11-13 students will attain the NCEA level they are attempting. 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</p> <p>Term 1-4</p>	<p>Students and whanau will have a shared understanding of student goals and programmes</p> <p>Success rates will improve to 90% success overall</p>		Deputy Principal & Principal
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Our Property & Finance Annual Plan 2022

Target Area	How will it be addressed?	Responsibility /Timeframe	Expected Outcome	Cost	Review
Property redevelopment	The rebuild is currently underway. Staging is being carried out in coordination with the Project Manager and architects etc.	TBIG, Capital Works (MoE) and Baker & Garden Architects Ongoing	Scheduled completion of final Phase 3 to be completed beginning 2022	To be determined as per MoE	Project Manager, Principal, Rebuild sub-committee
Property management	<p>Playground hazards of lack of safety surfaces and further tree trimming & removal will be prioritised.</p> <p>Safety during rebuild will be prioritised.</p> <p>Ongoing staging requirements</p>	<p>School Board Property member SLT team</p> <p>ongoing</p>	Risks from construction work minimised	TBC	Property Manager, School Board, Principal Caretaker
Annual Accounts and Annual Audit	Annual accounts, including variance report completed by the due date for approval and audit	Executive Officer Principal	Public sector accounting expectations will be met		Board Principal Executive Officer
Financial Reporting	For finance subcommittee to prepare monthly reports for BoT that shows financial performance and financial position.	Treasurer Principal Executive Officer	The Board will have a clear understanding on which to base decisions. Priorities will be funded		Board treasurer Executive Officer Principal
School Fees/Donations	Ensure that processes are clear, easy to follow and comply with public sector guidelines for schools and Ministry directives recently introduced	Executive Officer	Maintain current rates of payment of donations and fees except technology		Board Principal Executive Officer

Our Community Annual Plan 2022

Area	How will it be addressed?	Responsibility /Timeframe	Outcomes	Cost	Review
Reporting to Parents	<p>Reporting: The initial report includes student self-assessment, goal setting and parent input. Meet the teacher evenings</p> <p>Process for establishing OTJ's are refined and clarified for parents/family.</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</p> <p>Teachers Term 2 and 4</p>	<p>Improved communication and partnership. Families better informed. OTJ's that are accurate and known by parents. The relationships between home and school strengthened.</p>	TBC	Principal SMT
Parent Meetings	<p>Increase the proportion of families attending meetings. Deepen the level to which families are consulted with and have input. Introduce 'Meet the Teacher' evening, where students share their goals with their teachers and parents present. (each term)</p> <p>Under the Red Traffic Light setting, all parent meetings shall be online via zoom etc.</p>	<p>Principal and teachers Term 1 and 3</p>	<p>Coordination between school and whanau</p>		SMT
School Publicity	<p>Continue sub-committee for school publicity Newsletters, Notice boards, articles in Positively Maniototo Burn Radio School Facebook page and website Open Day for parents of Yr. 5 to 8 – dependent on whatever the current Traffic Light situation there is at that point of time, and development of publicity flyers</p>	<p>Principal Marketing sub-committee Staff Students</p>	Ongoing	TBC	
Community Consultation	<p>Maori community consultation Regular 'small surveys' to evaluate school programmes and events Kano ki kano – take opportunities to ask families/whanau their opinions Consultation with the wider community</p>	<p>Principal marketing sub-committee & Staff</p> <p>ongoing</p> <p>Board & Principal SMT</p>	<p>Increased whanau understanding of Neg requirement and knowledge of high school curriculum & student achievement.</p>	TBC	Board

Our Personnel Annual Plan 2022

Area	How will it be addressed?	Responsibility Timeframe	Outcomes	Cost	Review
Professional Growth Cycle/ (Appraisal)	The Personal Growth Cycle aligns with legislative requirements and incorporates RTC, professional standards and the school priorities. Done through Drive	Principal Deputy Principals Term 1-4	Good practice will be shared and spread		
Professional Development	All teachers will participate in the on-going development of PB4L (Tier 2) pedagogical knowledge, Restorative Practices Reflective practices	Leadership Team In-school Kahui Ako trs.	Increased awareness and consistency of practice	TBC	Principal
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 Teachers' personal inquiries/reflections based on Kahui Ako cohort groups and topics	Principal Teachers	Aligned systems will support good teaching practice. PD will support teachers own goals		Principal
Good Employer	Board review feedback from surveys to ensure and assess staff morale and wellbeing	Board of Trustees (T3)	Improved staff morale		Board Principal
Allocation of Units	Ensure the designation of units with Staff.	Principal Deputy Principals Term 1	Allocations will align with school priorities		
Kahui Ako Teamwork & Change	Teachers will continue to be supported and encouraged to be responsive to change and to become a more unified team across the Kahui Ako. Senior teachers will increase	Principal Senior leadership team In-School teachers			Principal SMT WST x 2

	joint responsibility for student achievement and success – a holistic approach that is student-centred. Continued CoL participation will address identified challenges Team effort in SLC supervision and monitoring				
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Our Governance Strategy of Self Review

	2022	2023	2024
Term 1	<i>Annual Plan</i> <i>Review of Reading, Writing, Maths data for 2021</i> <i>Charter</i> <i>Analysis of Variance 2021</i> <i>Targets for 2022</i> <i>NCEA results analysis</i> <i>Curriculum Review – Social Studies</i>	<i>Annual Plan</i> <i>Review of Reading, Writing, Maths data for 2022</i> <i>Analysis of Variance</i> <i>Charter</i> <i>Targets for 2023</i> <i>NCEA results analysis</i> <i>Visual Arts & Music</i> <i>Kahui Ako-</i>	
Term 2	<i>Board Self Assurance - Hauora & welfare</i> <i>Curriculum Review – Woodwork & Graphics, Maths</i>	<i>Board Self Assurance</i> <i>Science</i> <i>Woodwork & Graphics & Woodwork</i> <i>BOT Self Assurance - Asset Management Ctte</i> <i>Community Consultation - property redevelopment</i>	
Term 3	<i>Technology</i> <i>BOT Self Assurance Curriculum</i> <i>Review – Science, SENCO, English</i>	<i>Mathematics</i> <i>Social Studies</i> <i>Careers</i> <i>BOT Self Assurance Kahui Ako</i>	
Term 4	<i>Strategic Plan 2021</i> <i>Curriculum Review – Careers, Music</i> <i>Reading/Writing (Yr. 1-10)</i>	<i>Careers, Tourism, EOTC</i> <i>BOT Self Assurance Finance Ctte</i> <i>Strategic Plan 2022</i>	

2022 BOT MEETING DATES (proposed)

Term 1	Wed 2 March & Wed 13 April
Term 2	Wed 25 May & Wed 22 June
Term 3	Wed 10 Aug & Wed 14 Sep
Term 4	Wed 2 Nov & Wed 7 Dec

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.

	Policy	Who to consult	2022	2023	2024
NAG 1: CURRICULUM	EDUCATION OUTSIDE THE CLASSROOM: EOTC Safety Management EOTC Planning and Review EOTC Risk Management EOTC Roles and Responsibilities EOTC External Providers EOTC Staff Competence EOTC Process EOTC Forms LEARNING SUPPORT: Learning Support Coordination Identify Learning Support The Teacher's Role Learning Support Staff Individual Education Plan Learning Support Supervision Gifted Learners English Language Learners CURRICULUM & STUDENT ACHIEVEMENT: Student Achievement Information Home Learning Distance Learning Inclusive Education Recognition of Cultural Diversity Maori Educational Success Health Education Te Tiriti o Waitangi	Board/staff Board/staff/parents Board/staff/parents Board/Staff/parents Board/Staff/parents Board/Staff/parents	assurance	review	
NAG 2: DOCUMENTATION & SELF-REVIEW	DOCUMENTATION & SELF-REVIEW: School Planning & Reporting Recognising Student Achievement Reporting to Parents on Student Progress and Achievement Parents and Whanau	Board/Staff/parents	Assurance submit	assurance submit	Review submit
NAG 3: EMPLOYER RESPONSIBILITY	GOVERNANCE AND MANAGEMENT: Board Responsibility Principal Responsibility EMPLOYER RESPONSIBILITY:	Board Board/Staff	assurance	assurance	review

	Appointment Procedure Employment Safety Checking Classroom Release Time/ Non-Contact Time Media Performance management Professional Development Staff Conduct Staff Leave Concerns & Complaints Protected Disclosure	Board/Staff/parent Board/Staff Board/Staff Board/Staff Board/Staff Board/Staff Board/Staff			
NAG 4: FINANCE AND PROPERTY MANAGEMENT	Managing Income & Expenditure Income Expenditure Asset Management & Protection	Board	assurance	assurance	review
NAG 5: HEALTH, SAFETY, AND WELFARE	HEALTH & SAFETY MANAGEMENT: Safety Management System Risk Management Health & Safety Induction Visitors EMERGENCY, DISASTER, & CRISIS MANAGEMENT: Emergency Planning & Procedures School Closure Emergency Management Disaster Management Crisis Management COVID-19 Information HEALTHCARE: First Aid Medicines Accidents and Injuries Health Conditions and Illness Infectious Diseases BEHAVIOUR MANAGEMENT: School Values and Behaviour Expectations Bullying and Online Bullying Surrender and Retention of Property & Searches Physical Restraint Stand-down, Suspension, and Exclusion Procedures STUDENT WELLBEING & SAFETY: Care & Management of Students Child Protection Abuse Recognition & Reporting Supporting Student Wellbeing Food & Nutrition Sun Protection Separated Parents, Day-to-Day Care, & Guardianship STAFF WELLBEING & SAFETY: Staff Wellbeing Harassment SAFETY ON SCHOOL GROUNDS: Alcohol, Drugs, and Other Harmful Substances Digital Technology and Cybersafety	Board/Staff/parents	review	assurance	assurance

	Getting to School Safely Storage and Use of Hazardous Substances				
NAG 6: LEGISLATION AND ADMINISTRATI ON	Student Attendance Enrolment Privacy Records Retention Copyright Uniform/Dress	Board/Staff Board	assurance	review	assurance

AREAS OF RESPONSIBILITY (2022) :
Any member may attend any meeting

Committee	Convenor	Members
Professional Ethics	Chairperson	Principal Staff Rep
Appointments/EEO	Principal EEO Officer	Belinda Colling Staff Rep Sarah Paterson Craig Paterson
Property/School Houses	Sandra Stuart (School) Mike Connell (Houses)	Principal Chairperson Craig Paterson
Health & Safety	Principal	Chairperson Staff Rep Sandra Stuart
Finance	Chairperson	Principal Executive Officer Craig Paterson
Curriculum	Principal	Staff Rep Student Rep All Board Members
PTA	Jenna Huddleston	Staff Rep Sarah Paterson Belinda Colling
Policy	Principal	Chairperson Staff Rep Principal
School Rebuild	Chairperson	Principal Chairperson Craig Paterson Quinton Smith Mike Connell Staff Rep

As per 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
(Ratified in minutes).

This Charter was submitted to the Ministry of Education for the Minister's approval on
04/3/2021

Chairperson. Board of Trustees _____

Date 28/02/2022

For Minister of Education.....

ANNEX A: CODES OF CONDUCT

(Board of Trustees)

Outcome statement

The Maniototo Area School Board of Trustees will act in an ethical and respectful manner.

Scoping

Every member of the Board will have access to the code of behaviour and have opportunities to discuss its expectations of their conduct. Board business will be conducted in an ethical and respectful manner, in all areas of its responsibilities and authority, in accordance with legislation and board policy.

Expectations and limitations

As members of an effective governance team, each member of the Board of trustees shall:

- ensure the needs of all students, and their achievement is paramount
- be loyal to the school and its mission
- maintain and understand the values and goals of the school
- publicly represent the school in a positive manner
- respect the integrity of the Principal and Staff
- observe the confidentiality of non-public information acquired in their role as a trustee and not disclose to any other persons such information that might be harmful to the school
- be diligent and attend board meetings prepared for full and appropriate participation in decision making
- ensure that individual trustees do not act independently of the Board's decisions
- speak with one voice through board policies and ensure that any disagreements with the Board's stance are resolved within the Board
- in the course of board meetings, disclose any interests in a transaction or decision where they, their family and/or partner, employer or close associate will receive a benefit or gain and leave the meeting for the duration of discussion and/or voting in relation to the matter. (conflicts of interest)
- recognise the lack of authority in any individual trustee or committee/working party of the Board in any interaction with the Principal or Staff
- recognise that only the chair (working within the Board's agreed chair role description or delegation) or a delegate working under written delegation can speak for the Board
- continually self-monitor their individual performance as trustees against policies and any other current board evaluation tools
- be available to undertake appropriate professional development.

Signed Declaration:

I, _____, have read and understood this Code of Behaviour and agree to follow and abide by it to the best of my ability.

(Signature)

(Date)

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.