

Maniototo Area School



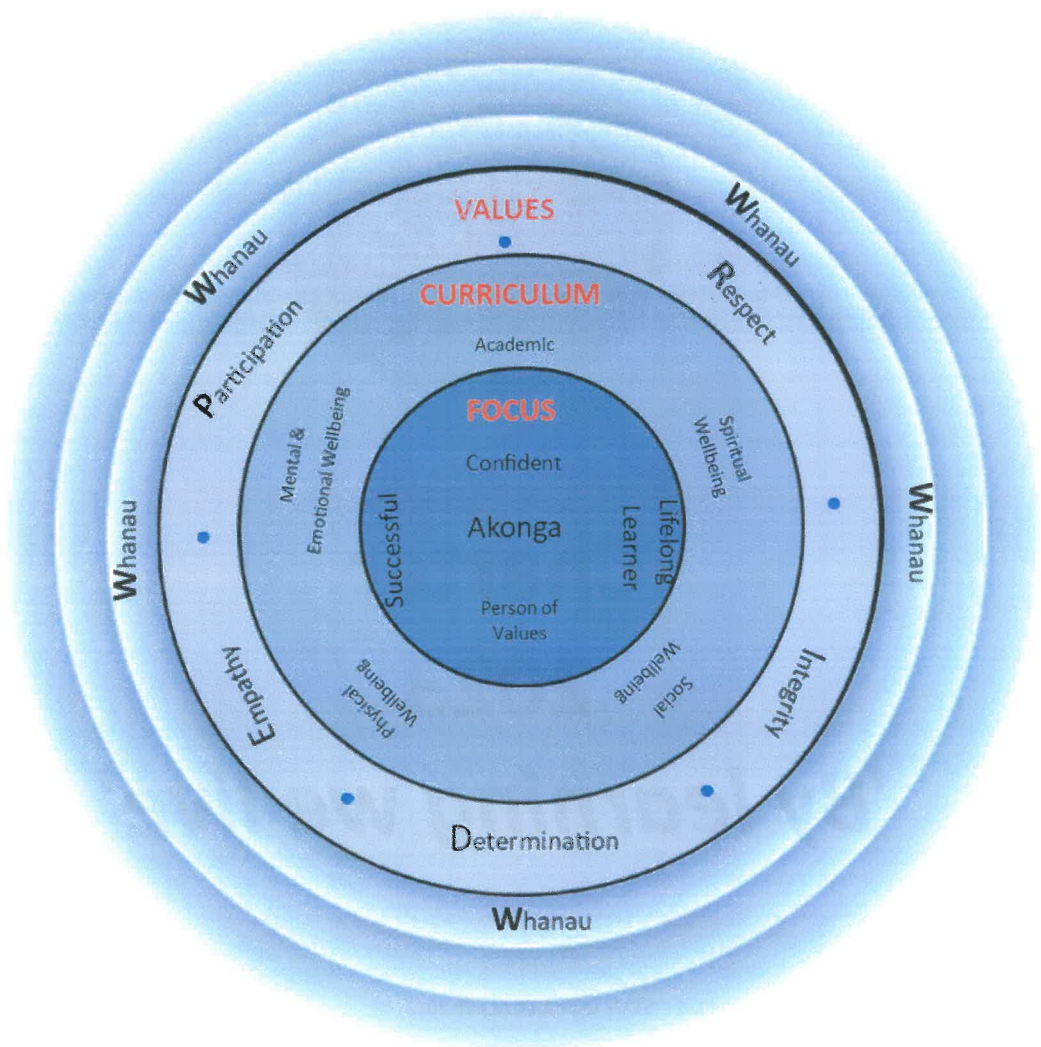
**Charter
2023**

'By learning we live'

TIMELINE:

BOT CONSULT: March 2023 SLT CONSULT: March 2023 STAFF CONSULT: March 2023

**Maniototo Area School
Vision and Purpose**



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'

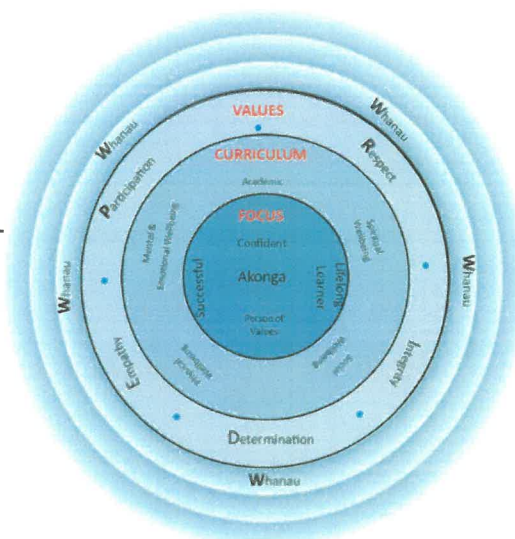
Through positive influence, example and efforts our students will:

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

2023 Targets

Target #1: Teaching & Learning—

Students in Years 6-10 who are Below or At the level for writing, will move one sub-level in transactional writing.

Target #2: Hauora—

A target group of students, who had low attendance rates in 2022, will achieve an 80% attendance rate in 2023.

Target #3:

Individual engagement meetings to be held with Year 6, 7 and 8 whānau. All families to be invited, and a 75% engagement target is established.

Annual Plan

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 gym rebuild and keep in mind 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, 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 Māori and Te Reo Māori 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 Māori people and their culture. Te Reo and tikanga Māori will be incorporated in school events, programmes and practices and timetabled classes for Te Reo and Kapa Haka.

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, 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.</p>

STRATEGIC PLAN AND TARGETS 2023

Our Targets 2023

Target Area	Target Description	Rationale	Data
Years 6-10 Writing	Students in Years 6-10 who are Below or At the level for writing, will move one sub-level in transactional writing.	<p>Our data from the last 2 years indicates that an ongoing focus on writing remains a priority.</p> <p>We see transactional writing skills as critical to success in high school. The inability to write clear paragraphs, explanations and essays is a barrier to achievement across the curriculum. For this reason we have chosen to set targets in transactional writing, though our learning programmes will continue to include creative writing.</p>	<p>Baseline: Recount writing samples - analysed and moderated</p> <p>End of Year:</p>
Student wellbeing	A target group of students, who had low attendance rates in 2022, will achieve an 80% attendance rate in 2023.	<p>Over the last two years, many students have had low attendance rates, While Covid has been a factor, it has been a challenge to lift attendance of some students in times of low community transmission.</p> <p>We note the close relationship between attendance and achievement, as well as wellbeing. We believe that managing these at risk students is a priority.</p>	<p>2022 attendance data analysed to establish target group.</p> <p>Monthly reviews of attendance data via Edge in SLT meetings.</p>
Community Engagement	Individual engagement meetings to be held with Year 6, 7 and 8 whānau. All families to be invited, and a 75% engagement target is established.	2023 is a year of significant change. The school rebuild is almost complete, we have a new Principal and some new teaching staff. The community engagement	Notes to be kept by the Principal. Meetings to focus on feedback around the junior school experience, and

		meetings are an opportunity to reflect on what the schooling experience has been like for families, and their aspirations and priorities for secondary schooling.	information about their hopes and priorities for secondary schooling.
NCEA target	90% of NCEA students achieve the level they are attempting. All NCEA students will have gained L2 by the time they leave school.	<p>We are prioritising Level 2 as a baseline achievement for all school leavers.</p> <p>In the senior school we intend to craft individual student learning pathways that enable them to achieve NCEA.</p>	January analysis of NCEA results. This target will also require careful tracking of individual student progress towards this target.

Annual Plan 2023

Target Area	How will it be addressed?	Responsibility Timeframe	Outcomes	Cost	Review
Years 6-10 Writing	Students in Years 6-10 who are Below or At the level for writing, will move one sub-level in transactional writing.	Year 6-10 Teachers Lucia, Anrozelle Mid-Year check & End of Term 4	Year 6-10 students who are Below or At the level, move one sub-level during the school year.	Staffing and Teacher Aide Hours The Writing Toolbox	
Student wellbeing	A target group of students, who had low attendance rates in 2022, will achieve an 80% attendance rate in 2023.	Year 1-13 Teachers PRIDE team School newsletters to reiterate attendance expectations Monthly checkpoints to be completed by SLT Attendance Officer Public Health Nurse	80% attendance from all students, but especially the target group with low attendance rates in 2022.		
Community Engagement	Individual engagement meetings to be held with Year 6, 7 and 8 whānau. All families to be invited, and a 75% engagement target is established.	Principal and SLT Term 1 - Year 8 families Term 2 - Year 6 and 7 families	Summary report prepared for BOT, to be used to inform strategic planning. Number projections established for the secondary school at MAS for the next 3 years.		
Year 11-13 NCEA Target	90% of our Year 11-13 students will attain the NCEA level they are attempting. Detailed goals will be developed with students and their families. Stronger, clearer course guidance and earlier engagement of families /whanau. All NCEA students by the time they leave school, will have gained Level 2.	Senior NCEA Teachers Term 1-4	Students and whanau will have shared understanding of student goals and programmes. Success rates will improve to 90% success overall. Students leaving with a minimum qualification of NCEA L2 will	Loss of learning fund for targeted student group	Deputy Principal (Secondary) & Principal

			have greater access to tertiary training options.		
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Our Property & Finance Annual Plan 2023

Target Area	How will it be addressed?	Responsibility/ Timeframe	Expected Outcome	Cost	Review
Property redevelopment	The main rebuild is complete. Planning is underway for the gym redevelopment, as well as the court and turf resurface	TBIG, Capital Works (MoE) and Baker & Garden Architects Ongoing	Gym plans to tender March/April	To be determined as per MoE	Project Manager, Principal, Rebuild sub-committee
Property management	Playground hazards of lack of safety surfaces and further tree trimming & removal will be prioritised. Safety during demolition will be carefully managed. Fencing to be investigated, as a school safety measure. Ongoing staging requirements	School Board Property member SLT team Ongoing Tree trimming April holidays 2023	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. Investigate Ministry of Education bulk payment vs school donations system.	Executive Officer	Maintain current rates of payment of donations and fees except technology OR transition to Ministry bulk grant option		Board Principal Executive Officer

Our Community Annual Plan 2023

Area	How will it be addressed?	Responsibility/T imeframe	Outcomes	Cost	Review
Reporting to Parents	<p>Reporting: The initial report includes student self-assessment, goal setting and parent input.</p> <p>Process for establishing OTJ's are refined and clarified for parents/family.</p> <p>Tracking of students at risk of not achieving NCEA.</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 2 and 4</p> <p>PN</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 SLT
Parent Meetings	<p>Increase the proportion of families attending meetings. Deepen the level to which families are consulted with and have input.</p> <p>Principal to hold engagement meetings with Year 5-8 families in terms 1 and 2</p>	<p>Principal and teachers</p> <p>T erm 1 and 2</p>	<p>Coordination between school and whanau</p>	none	SLT
School Publicity	<p>Continue prioritising school activity via social media. Newsletters, Notice boards, articles in Positively Maniototo Burn Radio School Facebook page and website Open Day for parents of Yr. 5 to 8</p>	<p>Principal Staff Students</p> <p>Permission gained for open day term 2</p>	Ongoing	TBC	
Community Consultation	<p>Māori 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 Runaka ongoing</p> <p>Board & Principal SLT</p>	<p>Increased whanau understanding of Neg requirement and knowledge of high school curriculum & student achievement.</p>	TBC	Board

Our Personnel Annual Plan 2023

Area	How will it be addressed?	Responsibility Timeframe	Outcomes	Cost	Review
Professional Growth Cycle/ (Appraisal)	<p>The Personal Growth Cycle aligns with legislative requirements and incorporates RTC, professional standards and the school priorities. Done through Drive</p> <p>Review of PGC template. Ensure this includes expectations around professional growth in Te Reo and Tikanga Māori.</p>	<p>Principal Deputy Principals Term 1-4</p> <p>Principal - term 1</p>	Good practice will be shared and spread		
Professional Development	All teachers will participate in the on-going professional development in preparation for the implementation of the new curriculum.	<p>Leadership Team In-school Kahui Ako trs.</p> <p>SCT</p>	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	<p>Board of Trustees (T3)</p> <p>EEO officer</p>	Improved staff morale		Board Principal
Allocation of Units	Ensure the designation of units with Staff.	<p>Principal Deputy Principals Term 1</p>	Allocations will align with school priorities		

Kahui Ako Teamwork & Change	<p>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 joint responsibility for student achievement and success – a holistic approach that is student-centred. Continued CoL participation will address identified challenges</p> <p>Team effort in SLC supervision and monitoring</p>	<p>Principal Senior leadership team In-School teachers</p>			<p>Principal SMT WST</p>
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Realising Māori Potential

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

- Awareness and implementation of Te Tiriti o Waitangi as specific to MAS
- Ongoing monitoring and tracking of Māori achievement, but taking care when reporting data that individuals may not be able to be identified
- Ka Hikitia – using specific strategies that further enhance Māori achievement
- Professional development focus on relationship based learning (Russell Bishop) and Niho Taniwha (Melanie Riwai-Couch)
- Ongoing teaching of Tikanga Māori, Te Ao Māori, & Te Reo Māori in our Junior School
- Investigation of Senior School curriculum options - Te Reo, Te Ao Haka, Whakairo
- Sustaining and growing our Kapa Haka group
- Encourage strong tuakana-teina relationships
- Teachers are integrating Māori across all curriculum areas. Being aware of Māori perspective
- Continue to promote Te Reo using REAP kaiako, continue & strengthen Kapa Haka
- Liaise with Ministry of Education and with Rua McCallum from Puketeraki Runaka, as a progression from the previous year.
- Extend Te Reo instruction in Yrs. 1-8 and opportunities via NetNZ at NCEA levels

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.

2023 Review Schedule and Board Assurances



REVIEW SCHEDULE

Reviews are open to the whole school community: board, staff, and parents/carers/whānau.

The board is welcome to review all topics, but should focus on shaded rows with (board) beside the topic name.

Some topics are optional, e.g. Boarding House Policies. Optional topics are indicated with an asterisk (*). If you don't have an optional topic, you don't need to review it.

BOARD ASSURANCES

The principal assures the board through regular board reporting that the school complies with key legislative and regulatory requirements, that relevant policies and procedures are up to date, and that the appropriate actions have been taken.

Shaded board assurances indicate these are repeated during the year. Where more than one topic is involved in a board assurance, there is a slash between topic names. Some topics may not be relevant to your school. Optional topics are indicated with an asterisk (*).

TOPIC(S)	ACTIONS
Risk Management (repeated every term)	Assure the board that identified hazards are being monitored/controlled (including risks to student safety and wellbeing) and that measures are being re-evaluated to check their adequacy. This includes sun protection.

LEGISLATION AND ADMINISTRATION POLICY

Review the main board-level policy

Student Attendance

Enrolment

Privacy (board)

Official Information Requests (board)

Uniform / Dress Code

Boarding House Policies *

School Planning and Reporting

- Assure the board that sections of the most recent school charter/strategic plan that require yearly updating have been updated so that the charter/strategic plan remains in place for 2023, and that this will be forwarded with the analysis of variance to the Ministry of Education by 31 March.
- Ensure that a single PDF file of the annual report for the auditor (including audited financial statements and required signatures) is submitted to the Ministry through the School Data Portal by the board by 31 May.
- Assure the board that the school charter/strategic plan and annual report is available for public view.

Equal Employment Opportunities

- Assure the board that the school complies with the Equal Employment Opportunities (EEO) policy and that an EEO statement is in the annual report (including any issues from the previous year).

Healthcare

- Assure the board that the policies and procedures relating to first aid, recording and notification of accidents, and managing/administering/recording medication are up-to-date and implemented correctly.

Safety for Students on Work Experience *

- Assure the board that work-based learning and work experience situations for students meet the required welfare and safety conditions.

Boarding House/Hostel Policies *

- Assure the board that the boarding house/hostel provides a safe emotional and physical environment that supports the learning of boarders enrolled at the school.

EDUCATION OUTSIDE THE CLASSROOM (board)

EOTC Planning and Review

EOTC Risk Management

EOTC Coordinator

EOTC External Providers

EOTC Staff Competence

EOTC Event Categories

EOTC Communicating with Parents

Digital Technology and Cybersecurity

- Assure the board that the Digital Technology and Cybersecurity policies and procedures are being implemented correctly and the school holds copies of signed digital use agreements for all staff and students, as required.

Computer Security and Cybersecurity

- Assure the board that computer security and cybersecurity systems are reviewed and up to date.

Student Attendance

- Assure the board that student absences are correctly recorded, monitored, and followed up. Report on any annual targets for student attendance.

Health Education
(every 2 years)

- Assure the board that the school has completed its 2-yearly community consultation about how the health curriculum is implemented. The board must adopt a statement about the delivery of the health curriculum for the next two years and share this with the school community.

Child Protection

- Assure the board that the Child Protection policy is in use, being implemented correctly, and is publicly available.

Abuse Recognition and Reporting

- Assure the board that staff are engaged with the Abuse Recognition and Reporting policy, including indicators of abuse and procedures for reporting abuse.

Evacuation /
Emergency Kits and Supplies

- Assure the board that staff and students have completed trial evacuations each term, that emergency planning and procedures are up to date and in hard copy, and that emergency kits have been checked and contain all necessary items (with current dates).

Expenditure

- Ensure twice a year that a board member has checked the processes and authorisations used to make payments to staff members, particularly the payments made to the principal, anyone related to the principal, and others in the school with payroll responsibilities. See SUE report sign off in the Expenditure topic.

Monitoring and Auditing
School Bus *

- Assure the board twice a year that the school compliance checklist has been attested to, requirements have been met, and those involved with the school bus are following appropriate policies and procedures.

TERM 3

Inclusive Education (board)
Maori Educational Success (board)
LEARNING SUPPORT
Learning Support Coordination
Identify Learning Support
Gifted Learners

School Swimming Pool	• Assume the board that a full risk management and safety assessment of the pool has been completed.
Safety Management System / Worker Engagement, Participation, and Representation	• Assume the board that an internal audit of the school health and safety compliance and practices has been conducted by the school health and safety committee/delegated health and safety person.
Searches, Surrender, and Retention of Property	• Assume the board that all procedures relating to search, surrender, and retention have been followed. Confirm that all authorised staff have acknowledged their status in writing, and ensure that a written record has been kept of all instances of search, surrender, or retention of property.
Physical Restraint	• Assume the board that all procedures relating to physical restraint have been followed, and all requirements to notify, monitor, and report have been met. Confirm that any non-teaching staff have been authorised in writing. • Assume the board that staff authorised to apply restraint receive appropriate training and support.
Stand-down, Suspension, and Exclusion	• Assume the board that the school complies with the correct procedure and reporting requirements relating to stand-down, suspension, and exclusion/expulsion.

TERM 4

CURRICULUM AND STUDENT ACHIEVEMENT POLICY <i>Review the main board-level policy</i>
Student Achievement Information (primary)
Student Assessment and Achievement (secondary)
Home Learning
Distance Learning
Religious Instruction / Religious Education (board)
Religious Observances * (board)
Health Education (board)

Safety Checking	• Assume the board that all children's workers employed or engaged by the school have been safety checked.
Principal Professional Growth Cycle	• Assume the board that the principal is completing their professional growth cycle.
Provisionally Certificated Teachers	• Assume the board that provisionally certificated teachers have received an appropriate induction.
Teacher Registration, Certification, and Police Vetting	• Assume the board that all teaching staff are certificated and police vetted.
Police Vetting for Non-Teachers	• Assume the board that all non-teaching staff have current police vets on file.
Appointment Procedure	• Assume the board that the Appointment Procedure policy is being implemented correctly, including appointment committee delegations, and referee/background checks.
School Donations	• Assume the board that the school complies with all donation requirements, and has given a written statement to parents/caregivers indicating if it has or has not opted into the government donation scheme.
Length of School Year	• Assume the board that the school has been open for the statutory number of half-days and hours per day in the current year. Report the dates and number of half-days for instruction for the next year.
International Learners *	• Assume the board that the school has completed a self-review of how it is meeting Code of Practice requirements and that the self-review attestation will be submitted by the due date - 1 December each year.
Evacuation / Emergency Kits and Supplies	• Assume the board that staff and students have completed trial evacuations each term, that emergency planning and procedures are up to date and in hard copy, and that emergency kits have been checked and contain all necessary items (with current dates).
Expenditure	• Ensure twice a year that a board member has checked the processes and authorisations used to make payments to staff members, particularly the payments made to the principal, anyone related to the principal, and others in the school with payroll responsibilities. See SUE report sign off in the Expenditure topic.
Monitoring and Auditing School Bus *	• Assume the board twice a year that the school compliance checklist has been attested to, requirements have been met, and those involved with the school bus are following appropriate policies and procedures.

AREAS OF RESPONSIBILITY (2023) :

Any member may attend any meeting

Committee	Convenor	Members
Professional Ethics	Chairperson	Principal Staff Rep
Appointments/EEO	Principal EEO Officer (Ann-Marie Paterson)	Board Chair Staff Rep Kym Smith Craig Paterson
Property/School Houses	Sarah Byrne	Principal Board Chair Robbie Dobson
Health & Safety	Principal	Board Chair Staff Rep Board Secretary
Finance	Board Chair	Principal Executive Officer Craig Paterson
Curriculum	Principal	Staff Rep Student Rep All Board Members
PTA	Jenna Huddleston	Staff Rep Sarah Byrne Jackie Spooner
Policy	Principal	Board Chair Staff Rep
School Rebuild	Board Chair	Principal Craig Paterson Belinda Colling Staff Rep
International	Principal	Sarah Paterson Kym Smith

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
10/3/2023

Chairperson. Board of Trustees 

Date 15.03.23.

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.