

# COROMANDEL AREA SCHOOL

The Kauri tree is the symbol for our school, symbolizing stability, perseverance, strength and mana. Our Latin motto "Festina lente" means "make haste slowly". It guides our learning journey as we develop capable and resilient learners who are well equipped for the future.

The roots of the Kauri tree are the foundation of our school; they grow slowly and nurture the growth of the tree – Festina Lente : make haste slowly.

The trunk represents the vision, solid structure and guide to ensure that our students are "Equipped for the Future"

The branches denote the supporting values we engender in our students:

Manaakitanga – supporting and caring for others

Whānaungatanga – valuing and respecting our community

Kaitiakitanga – valuing and respecting our environment

Tu pono – knowing one's self, one's identity

Whakakahatia – endeavour and application

**SCHOOL CHARTER 2016 - 2018**

## Kauri Tree

Tu Pono

Manaakitanga

Whānaungatanga

Kaitiakitanga

Whakakahatia

Equipped for the future

**Festina Lente :  
Make haste slowly**

Tree drawn by Tiana Dobbs and Katarina Brink

**COROMANDEL  
AREA SCHOOL**



# Coromandel Area School

## School Charter 2016 – 2018

**OUR VISION**  
To ma tou wawa ta

**EQUIPPED FOR THE FUTURE**  
E whai ana mo te wa heke mai nei

**OUR MISSION STATEMENT**  
To Matou whaingā purongo

**To provide an environment for high quality learning in partnership with  
the home and community**

**Ki te hoatu he Aotaiawhio me he kairangi akorangi ro mahi ngatahi I te  
kainga me te nohoanga tangata**

**Supporting Values**

**Manaakitanga** – supporting and caring for others

**Whānaungatanga** – valuing and respecting our  
community

**Kaitiakitanga** – valuing and respecting our  
environment

**Tu pono** – knowing one's self, one's identity

**Whakakahatia** – endeavour and application

We are privileged to be well-supported by our kaumatua, Winiata and Peggy Harrison and through their guidance we are moving forward together in the spirit of the Treaty of Waitangi. Our small school of around 200 students comprises about 50% Māori and 50% non-Māori students. Coromandel Area School aims to support Māori learners and honours our bi-cultural heritage. Coromandel Area School will take all reasonable steps to provide courses of instruction in Te Reo and Tikanga for students whose parents ask for this for their children

Our school is proud of our all-inclusive multi-cultural environment where all students, no matter what their personal beliefs, values and backgrounds are, feel safe to learn, play and foster healthy relationships.

Coromandel Area School is situated in the coastal town of Coromandel and has served the educational needs of Coromandel since 1875. A large part of the local industry is based around aquaculture and tourism. The school has a rich and unique history and it is a school of choice for the local community. We are a school with vision, a passion for learning and a safe healthy environment. Our NCEA results and National Standards results are higher than other schools with a similar rating. We have a highly qualified, professional and committed teaching staff, many of whom are happy to have their own children educated at the school. Our school environs are spectacular and our increased connectivity with community and the Coromandel region provide a superb foundation for quality school experiences for all students and their families.

## Strategic Goals 2016-2018

|                                       |   |
|---------------------------------------|---|
| <p><b><u>Strategic Goal 1</u></b></p> | <p>To maintain and continue to improve high standards of student learning and achievement.</p> <ul style="list-style-type: none"> <li>• All students are successfully able to access the New Zealand curriculum as evidenced by their progress and achievement in relation to National Standards and NZQA or equivalent.</li> <li>• Māori, Pasifika and Priority Learners are engaged in learning and are achieving success with pride in their unique identity, language and culture.</li> </ul> |
| <p>Annual Goals</p>                   | <ul style="list-style-type: none"> <li>• Develop an effective system to show the correlation between attendance and pass rate at NCEA levels for reporting purposes</li> <li>• Identify and act on the needs of Gifted and Talented students in order to enrich, accelerate and make their learning more engaging</li> </ul>  |
| <p>Baseline Data</p>                  | <ul style="list-style-type: none"> <li>• The 2016 pass rate at NCEA level 1, 2 and 3 will be used to allow analysis for future school purposes of the attendance factor aligned with success, enabling stronger measures for the school to take in reinforcing attendance as crucial.</li> <li>• This baseline will be used in all future years as a mandatory check for Management to help with ongoing self-review of attendance issues</li> </ul>  |

**Strategic Goal 1 2016-2018:** To maintain and continue to improve high standards of student learning and achievement.

- All students are successfully able to access the New Zealand curriculum as evidenced by their progress and achievement in relation to National Standards and NZQA or equivalent.
- Māori, Pasifika and Priority Learners are engaged in learning and are achieving success with pride in their unique identity, language and culture.

| 2016 What  | Progress Report   | Led By          | Indicators  | Costs   |
|--|---|-----------------|---|---|
| <p><b>NCEA</b><br/>85% of Y12 students taking a full-time L2 course will achieve L2 in 2016</p>  | T2 mid-year report<br>BoT Meeting May                                       | Secondary staff | Ensuring non-attendance is minimalised as a factor.<br>Report will include analysis of attendance rates/pass rates.<br>Truancy will be pro-actively dealt with by DP/Principal<br>CAPS Hauraki Attendance Service will be used to support school endeavours | \$5,000 for “Instant” Standards purchase to enable borderline students to achieve success |
| <p><b>Written Language</b><br/>Y10 cohort 2016 : to move 66% of students from Curriculum Level (CL) 4c to Level 4a/L5 by end of 2016</p>   | T3 report<br>BoT Meeting August   | Secondary staff | Students accessing NZC at appropriate levels of understanding.<br>Students confident in achieving to their potential at CL 4a/5   | Zero to Board   |
| <p><b>GATE</b><br/>Strengthen provision for Gifted and Talented learners</p>   | T3 report<br>BoT meeting September  | Principal       | Where appropriate, differential and extension programmes offered.<br>Mentorship programme developed.  | \$2200 for material, computer and software  |
| <p><b>National Standards</b><br/>To accelerate the progress of 12 Y6 students in writing in 2016 to enable them to progress from being “below” and “well-below” to being “at” the expected National Standard</p> | T 2 Report<br>BoT Meeting June<br><br>Term 4 Report<br>BoT Meeting December | Vicki Rouse     | Movement from “Well-Below” and “Below” to “At” happens<br><br>Expanded section below<br><br>The comments of ERO re-use of assessment data are addressed   | \$2500 Teacher Aide intervention<br>\$1500 Resources                                      |

Annual Section Primary: Writing Target 2016

|                              |  |
|------------------------------|--|
| <b>Focus:</b>                | Annual improvement plan and Targets for 2016 – Domain: Writing   |
| <b>Strategic Goal:</b>       | <p>To raise the achievement of an identified cohort who are in the below and well below category in writing.</p> <p><i>We chose this strategic aim because evidence we collected over the previous year shows a significant number of students in this cohort were achieving at levels below and well below the National Standard</i></p>  |
| <b>Annual Goal for 2016:</b> | To have all primary cohorts achieving a 10% increase at or above the National Standard in Writing compared to 2015 achievement data  |
| <b>Baseline data 2015:</b>   | 70.6% of Y6 students are achieving below and well below the expected National Standard in writing. This represents 12 of 17 students   |
| <b>Target 2016:</b>          | <p>To accelerate the progress of 12 Y6 students in writing in 2016 to enable them to progress from being “below” and “well-below” to being “at” the expected National Standard</p> <p>What we will see our target group doing:</p> <ul style="list-style-type: none"><li>• Small group focus with RTLit</li><li>• Teacher aide support targeting intervention/programmes developed</li><li>• Being able to articulate personalised learning pathway</li><li>• Involving students in assessing their own learning</li></ul> <p>What we will see Teachers doing:</p> <ul style="list-style-type: none"><li>• Formative assessment – ongoing, focused and next learning steps identified and implemented</li><li>• Modelling strategies for success</li><li>• Feeding back to students – enabling success – conferencing individually – identifying current achievement – reporting to parents regularly</li><li>• Gathering student voice through teacher/student interviews</li></ul> |

|                                    |   |
|------------------------------------|---|
| <b>Strategic Goal 2 2016-2018:</b> | Coromandel Area School's communication between families and school will develop to a better level during 2016-2018  |
| Annual Goals                       | <ul style="list-style-type: none"> <li>To develop increased responsiveness and commitment to home-school communication.</li> <li>Fostering of a higher level of relationship building through effective communication</li> </ul>  |
| Baseline Data                      | <ul style="list-style-type: none"> <li>There has been an increase in awareness that some parents may feel the school is not providing them with the level of detail or advice they need to make informed choices about their child's schooling (Community Survey)</li> <li>It is apparent that other stakeholders in the community who are not necessarily parents of students here, such as the business sector and groups such as service clubs, will have relevant comments to make that will also strengthen existing links with our school.</li> <li>The current world-wide impetus to align digital and traditional teaching and learning is a driving factor in developing more effective communication through a variety of contexts</li> </ul> |

| 2016 What   | Progress Report                       | Led By                   | Indicators  | Costs   |
|---|---------------------------------------|--------------------------|---|---|
| <b>Governance</b><br>The Board will hold elections in 2016, parents will be invited to stand for the Board. Board policy is reviewed on a systematic basis and communication through newsletter and web pages will happen. Community groups encouraged to use web pages for promotion | T2 mid-year report<br>BoT Meeting May | Board<br>Chair/Principal | Community duly informed through discussion forum or !:1 if requested.<br>Board page on school web site completed                | \$TBA – elections<br>MoE funded<br><br>\$2500 web development |
| <b>Management</b><br>The web page is maintained by the ICT portfolio holder and updated regularly<br>Parents receive fortnightly newsletters – emailed or hard copy<br>Teacher/parent meetings<br>Progress meetings<br>Phone calls twice termly re-progress                           | T3 report<br>BoT Meeting August       | Secondary<br>staff       | Students accessing NZC at appropriate levels of understanding.<br>Students confident in achieving to their potential at CL 4a/5 | \$500 staff dinners at late parent-teacher meetings           |

|                                   |   |
|-----------------------------------|---|
| <b>Strategic Goal 3 2016-2018</b> | Coromandel Area School compliance with ERO requirements will be met during 2106, the ERO team will return in March/April and in September   |
| Annual Goals                      | <ul style="list-style-type: none"> <li>Ensure matters raised by the ERO team are addressed in a strategic and timely manner</li> </ul>  |
| Baseline Data                     | <ul style="list-style-type: none"> <li>The ERO report of 2015 contains salient points the school must address to ensure full compliance in terms of Management as well as Governance responsibilities and expectations</li> </ul> |

| 2016 What   | Progress Report                       | Led By                            | Indicators  | Costs   |
|---|---------------------------------------|-----------------------------------|---|---|
| <b>Curriculum</b><br>Establishment of a coherent CAS curriculum<br>-community consultation<br>-staff dialogue and development of shared understandings                        | T2 mid-year report<br>BoT Meeting May | Principal / DP                    | Community meeting held<br>Staff consultation meeting – outside facilitator  | \$1400 facilitator                                    |
| <b>Māori</b><br>Teacher on 1 year Te Reo course<br>Māori Language module Y7-10 taken by staff member with assistance from DP<br>Junior classes kai awhina lessons established | T3 report<br>BoT Meeting August       | DP/ Principal /<br>Te Reo teacher | CAS develops Te Reo offering for all students with emphasis on Māori students<br>Reject deficit theorizing of Māori students, enabling success and reporting this to Board and whānau | 5 hrs (0.1 FTTE)<br>fortnight teaching module release |
| <b>Management</b><br>Key aspects of professional leadership are strengthened – Principal / DP and AP (jnr) / AP (snr) work cohesively / visibly as a team                     | T2 mid-year report<br>BoT Meeting May | Principal / SL team               | Regular meetings established  | Zero cost to board                                    |

|                                   |   |
|-----------------------------------|---|
| <b>Strategic Goal 4 2016-2018</b> | Coromandel Area School will enhance and expand information communication technology (ICT) for the educational benefit of students, parents and whānau.  |
| Annual Goals                      | <ul style="list-style-type: none"> <li>Develop a relationship with Noel Leeming Group (NLG) through their Education section, using pricing discounts with them through N3/ AOG – All of Government –ex-Government Stores Board - to provide a BYOD development and implementation plan that is sustainable and meets the needs of Coromandel Area School</li> <li>Implement i-Pad deployment Y1-3</li> </ul>  |
| Baseline Data                     | <ul style="list-style-type: none"> <li>We are aware that in the mix of changing technology, widely varying home economic situations and rapidly expanding demand for internet access to facilitate learning and teaching that we need to ensure our students have access to the best possible ICT structure to complement teaching and learning</li> <li>Indicators from other school sites are that there are a number of IT solutions however for the unique context of Coromandel; Area School we are informed by the current ad hoc situation with BYOD and the limitations of our wireless network – server capacity issues to be addressed</li> </ul> |

| 2016 WHAT  | Progress Report   | LED BY                 | INDICATORS  | COSTS  |
|--|---|------------------------|---|--|
| Establish relationship with NLG –All Of Government group         | T1 beginning of year<br>BoT Meeting February                                      | Principal              | Pricing obtained, specs agreed and a plan for purchase and deployment agreed  | Zero to Board                                |
| IPad implementation Y1-3   | T2 mid-year report<br>BoT Meeting May   | Principal              | Y1-3 classes are using iPads and iPad apps for quality teaching and learning experiences                                      | \$13000 approximately per annum over 3 years |
| Computer BYOD implementation Y 4-8<br>BYOD implementation Y 9-13 | T1 Suggested implantation plan discussed<br>T2 mid-year report<br>BoT Meeting May | Principal / ICT leader | Y 4-8 classes have access to ICT – school provided plus BYOD<br>Y9-13 classes have BYOD – rare school provided for one or two |  |





|                                   |  |                           |   |  |  |                  |                                |                     |                           |  |
|-----------------------------------|--|---------------------------|---|--|--|------------------|--------------------------------|---------------------|---------------------------|--|
| <b>Board process Requirements</b> |  | Appoint Returning Officer | Accounts to Auditor Roll return 1 March | Annual Report approved and sent to MoE | Nat. Stds. Parent reporting Roll return 1 July Appoint Chair | Student Election | Health Curriculum Consultation | Succession planning | Nat Stds Parent reporting |  |
|-----------------------------------|--|---------------------------|---|--|--|------------------|--------------------------------|---------------------|---------------------------|--|

## **CHARTER UNDERTAKING**

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

The Board has accepted this charter as its undertaking to the Ministry of Education.

This Charter was submitted to the Ministry of Education for the Minister's approval on \_\_\_\_\_.

This Charter will be annually updated in December.

Chairperson Board of Trustees:

Date:

This charter established the Vision, Mission Statement, Aims, Objectives, Strategic Direction and the Targets in the annually updated section.

## STAFF WHOLE-SCHOOL RESPONSIBILITIES

| KEY TASK AREAS         | OVERALL MANAGER        | KEY TASK AREAS                                 | OVERALL MANAGER        | KEY TASK AREAS               | OVERALL MANAGER              |
|------------------------|------------------------|--|------------------------|------------------------------|------------------------------|
| ALTERNATIVE EDUCATION  | DAVID W./ JOAN         | ENGLISH /LITERACY SECONDARY & LITERACY PRIMARY | LINLEY, VICKI          | MATHEMATICS                  | DAVID P                      |
| ASSEMBLIES/HUI A KURA  | SENIOR LEADERSHIP TEAM | EOTC   | DAVID P                | PRIZE GIVING                 | JOAN, VICKI & VICTORIA       |
| ASSESSMENT             | SENIOR LEADERSHIP TEAM | FINANCIAL MANAGEMENT                           | MURRAY                 | PROFESSIONAL LEARNING        | MURRAY                       |
| ATTENDANCE             | VICTORIA               | FIRE AND EVACUATION                            | VICTORIA               | REPORT MEETINGS              | VICTORIA/VICKI               |
| BEHAVIOUR SYSTEM       | JOAN                   | FIRST AID                                      | DEBBIE/KAREN           | SCHOOL CHARTER               | SENIOR LEADERSHIP TEAM + BOT |
| BELLS                  | DEBBIE                 | FUNDRAISING                                    |                        | SCIENCE                      | DAVID P                      |
| BOT                    | MURRAY                 | FURNITURE                                      | MURRAY                 | SPECIALIST CLASSROOM TEACHER | LINLEY                       |
| BOT STAFF REP          | VICKI                  | HANDBOOKS STAFF AND CODE OF CONDUCT            | JOAN                   | SPECIAL NEEDS                | VICKI                        |
| BUSES                  | JOAN                   | HEALTH & SAFETY                                | VICTORIA               | SPORTS CO-ORDINATOR          | KELVIN                       |
| CLASSROOM EQUIPMENT/   | MURRAY                 | ICT  | VICTORIA               | STAFF DUTIES                 | JOAN                         |
| CLASSROOM RELEASE TIME | VICKI                  | INDUCTION BOOKLET                              | SENIOR LEADERSHIP TEAM | STAFF SOCIAL ACTIVITIES      | JOAN'S \$65,000              |
| COMMUNICATIONS         | MURRAY / JOAN          | PPTA/NZEI                                      | LINLEY                 | STAFF WELFARE AND MORALE     | JOAN                         |
| CORONET                | VICTORIA               | PRIVACY OFFICER                                | MURRAY                 | STAFFING                     | MURRAY WITH SLT AND BOT      |
| DAILY ROUTINES         | VICTORIA, JOAN, VICKI  | HEALTH & PHYSICAL EDUCATION                    | SAM, VICKI             | KIWISPORT COORDINATOR        | JAMIE-ROSE                   |
| DETENTIONS             | JOAN, VICTORIA         |  |                        |                              |                              |

## COROMANDEL AREA SCHOOL STAFF DEVELOPMENT PLAN 2016

| <b>EMPLOYEE CATEGORY</b> | <b>PROFESSIONAL LEARNING AREA</b>  |
|--------------------------|--|
| PRINCIPAL                | Leadership<br>Murray – Secondary programmes  |
| SENIOR LEADERSHIP        | Victoria – Restorative Practice<br>Vicki – Reading Recovery  |
| SENIOR TEACHERS/HODS     | SOLO – Linley<br>ICT – Murray, Victoria, PLD from NLG Commercial<br>Literacy (+ Vicky Sefton)  |
| TEACHERS                 | Mentoring - Secondary staff<br>Literacy – Writing (V Sephton)<br>ICT – PLD with NLG Commercial<br>NZQA + NS – workshops, goals and targets set<br>GATE (jnr) Elaine<br>First Aid |
| ADMIN STAFF              | Electronic register – Karen, Victoria<br>First Aid – Office<br>Restorative Practice – Joan, Murray<br>KAMAR – David P, Vicki   |
| TEACHER AIDES            | First Aid<br>ICT<br>General Teacher Aide training-role etc.  |
| SUPPORT STAFF            | Caretaker – skills certificates<br>EO – annual conference<br>Education Services– PLD for Murray, Debbie  |

Whanaungatanga  
Tūpono  
Kaitiakitanga

Manaakitanga  
Whakakahatia  
Mitepekepeke