



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 2017 - 2019

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 2017 – 2019

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 proactively seeking greater Māori support and guidance for our kura and we wish to be 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, We have been deliberate in our teacher appointment process and Board co-option to ensure we can, wherever possible, engage persons who will support our endeavours.

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 iconic coastal context of Coromandel Town 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 provides a superb foundation for quality school experiences for all students and their families.

Strategic Goals 2017-2019

<p><u>Strategic Goal 1</u></p>	<p>To maintain and continue to improve high standards of student learning and achievement.</p> <ul style="list-style-type: none"> • 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, supported by pro-active management and teaching staff with strong BoT support
<p>Annual Goals</p>	<ul style="list-style-type: none"> • Develop an effective system to show the correlation between attendance and pass rate at NCEA levels for reporting purposes • Identify and act on the needs of Gifted and Talented students in order to enrich, accelerate and make their learning more engaging
<p>Baseline Data</p>	<ul style="list-style-type: none"> • The 2017 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 and participation in learning as crucial. • This baseline will be used in all future years as a mandatory check for management to help with ongoing self-review of attendance issues and any wider pastoral influences that need to be a focus for change

Strategic Goal 1 2017-2019: 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, supported by pro-active management and teaching staff with strong BoT support

2017 What	Progress Report	Led By	Indicators	Costs
NCEA 8 of 10 Y12 students taking a full-time L2 course will achieve L2 in 2017	T2 mid-year report BoT Meeting May	Secondary staff	Ensuring non-attendance is minimalised as a factor. Report will include analysis of attendance rates/pass rates. Truancy will be pro-actively dealt with by DP/Principal CAPS Hauraki Attendance Service will be used to support school endeavours	\$5,000 for “Instant” Standards purchase to enable borderline students to achieve success
2^o Written Language Y10 cohort 2017 : to move 8 of the 13 students to Level 4a/L5 by end of 2017	T3 report BoT Meeting August	Secondary staff	Students accessing NZC at appropriate levels of understanding. Students confident in achieving to their potential at CL 4a/5	Zero to Board
GATE school-wide Strengthen provision for Gifted and Talented learners	T3 report BoT meeting September	Principal	Where appropriate, differential and extension programmes offered. Mentorship programme developed.	\$3000 for material, computer and software
National Standards 1. To accelerate the progress of 12 students in Writing from being “Well-Below” to “Below” or “At” the expected National Standard 2. To accelerate the progress of 32 students in Writing from being “Below” to “At” or “Above” the expected National Standard 3. To maintain achievement of 54 students in Writing “At” the expected National Standard	Progress reports to Board May, June, August, September, November	Vicki Rouse Principal	Movement from “Well-Below” and “Below” to “At” happens The comments of ERO re-use of assessment data are addressed	BoT has approved up to \$50000 additional staffing expenditure to maximise the efforts

Annual Section Primary: Writing Target 2017

<p>Focus</p>	<p>Annual improvement plan and Targets for 2017 – Domain: Writing</p>								
<p>Strategic Goal- Our 2017 Target</p>	<p>To raise the achievement of identified students who are in the Below and Well-Below category in writing</p>								
<p>Annual Goal for 2016</p>	<ol style="list-style-type: none"> 1 To accelerate the progress of 12 students in Writing from being “Well-Below” to “Below” or “At” the expected National Standard 2 To accelerate the progress of 32 students in Writing from being “Below” to “At” or “Above” the expected National Standard 3 To maintain achievement of 54 students in Writing “At” the expected National Standard 								
<p>Baseline data 2016</p>	<p>Final data 2016</p> <table style="border: none; width: 100%;"> <tr> <td style="padding-right: 20px;">Well-Below</td> <td>22 students</td> </tr> <tr> <td>Below</td> <td>54 students</td> </tr> <tr> <td>At</td> <td>50 students</td> </tr> <tr> <td>Above</td> <td>4 students</td> </tr> </table>	Well-Below	22 students	Below	54 students	At	50 students	Above	4 students
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<p>Target Support 2017</p>	<p>What we will see our target group doing:</p> <ul style="list-style-type: none"> • Additional teacher support at Y1 2 • Additional specialist and teacher support Y 3 4 5 6 7 8 • Small group focus with RTLit • Teacher aide support targeting intervention/programmes developed • Being able to articulate personalised learning pathway • Involving students in assessing their own learning • Regular home contact and sharing <p>What we will see Teachers doing:</p> <ul style="list-style-type: none"> • Focused planning ensuring Priority Learners are catered for • Formative assessment – ongoing, focused and next learning steps identified and implemented • Modelling strategies for success • Feeding back to students and families– enabling success – conferencing individually – identifying current achievement – reporting to parents regularly • Gathering student voice through teacher/student interviews 								

Strategic Goal 2 2017-2019:	Coromandel Area School's communication between families and school will continue to develop to a better level during 2017-2019
Annual Goals	<ul style="list-style-type: none"> To further develop increased responsiveness and commitment to home-school communication. Fostering of a higher level of relationship building through effective communication
Baseline Data	<ul style="list-style-type: none"> There has been an improvement in home-school communication through newsletters, web page development and the 2017 appointing of a Communication person who will assume responsibility for social media, web and print communication Following dialogue with other stakeholders in the community who are not necessarily parents of students here, such as the business sector and groups such as service clubs, we are refining our systems using the Communication person. 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

2017 What	Progress Report	Led By	Indicators	Costs
<u>Governance</u> The new Board took office in 2016. Board policy is reviewed on a systematic basis and communication about this will happen through newsletter, hui and web pages Community groups encouraged to use web pages for promotion	Report to BoT Meeting March, September	Board Chair/Principal	Community duly informed through hui or !:1 if requested. Board page on school web site completed	\$4000 (1 unit)
<u>Management</u> The web page is maintained by the ICT portfolio holder and updated regularly Parents receive fortnightly newsletters – emailed or hard copy Teacher/parent meetings Progress meetings Phone calls at least twice termly re-progress	Report to BoT Meeting March, September	All staff	Students accessing NZC at appropriate levels of understanding. Students confident in achieving to their potential at CL 4a/5 Web page is active and used Facebook page operates successfully	\$500 staff dinners at late parent-teacher meetings

<u>Strategic Goal 3 2017-2019</u>	Coromandel Area School compliance with ERO requirements will be met during 2017, the ERO team will return in March/April and in September
Annual Goals	<ul style="list-style-type: none"> • Ensure matters raised by the ERO team are addressed in a strategic and timely manner
Baseline Data	<ul style="list-style-type: none"> • 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

2016 What	Progress Report	Led By	Indicators	Costs
<u>Curriculum</u> Increased emphasis on Te Reo Māori and sustainability education in 2017	Report to BoT Meeting May, November	Principal / DP	Community meeting held Staff consultation meeting – outside facilitator	\$4000 unit equivalent for either 1 or 2 teachers
<u>Māori</u> Māori Language module Y7-10 taken by staff member with assistance from DP Junior classes regular timetabling of nga mea Māori established	Report to BoT Meeting August	DP/ Principal / Te Reo teacher	CAS develops Te Reo offering for all students with emphasis on Māori students Reject deficit theorising of Māori students, enabling success and reporting this to Board and whānau	Zero cost to Board
<u>Management</u> Key aspects of professional leadership are strengthened – Principal / DP and AP (jnr) / AP (snr) work cohesively / visibly as a team	Report to BoT Meeting May, November	Principal / SL team	Regular meetings maintained	Zero cost to Board

Strategic Goal 4 2016-2018	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"> • 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 • Implement i-Pad deployment Y1-3, Chrome browsers Y4-6
Baseline Data	<ul style="list-style-type: none"> • 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 • 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 recent rebuild of our wireless network – • server capacity issues have been addressed Server and KAMAR now in cloud

2016 WHAT	Progress Report	LED BY	INDICATORS	COSTS
Building relationship with NLG –All Of Government group	T1 update BoT Meeting 20 Feb	Principal VF	Pricing obtained, specs agreed and a plan for purchase and deployment agreed	Zero to Board
IPad implementation Y1-3	Report to BoT Meeting June, November	Principal	Y1-3 classes are using iPads and iPad apps for quality teaching and learning experiences	\$20000 approximately per annum over 3 years
Computer BYOD implementation Y 4-8 BYOD implementation Y 9-13	Current status reported on February Report to BoT Meeting June, November	Principal / ICT leader	Y 4-8 classes have access to ICT – school provided plus BYOD Y9-13 classes have BYOD – rare school provided for one or two	

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.

Board of Trustees Chair

Date:

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

Whanaungatanga
Tu Pono
Kaitiakitanga

Manaakitanga
Whakakahatia
Whakakawiri