



Koia Ko Tātou



**Raglan Area School Charter
1 January 2017 to 31 December 2017**



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Celebrating Education in a Bi-cultural Environment

Vision involves learning how to connect the past, the present and the future. The past is all too familiar. The present is uncertain. The future is untried!!





CELEBRATING EDUCATION IN A BI-CULTURAL ENVIRONMENT

The Raglan Area School Mission is based upon:

The strength and unique character of Raglan Area School, Te Kura a Rohe o Whaingaroa, and is the result of the working partnerships generated between our school, parents and the local, and Maori communities of Whaingaroa.

We acknowledge the two versions of the treaty, Te Tiriti o Waitangi and the Treaty of Waitangi.

Koia ko Tatou:

(In the Raglan Way)

Some key indicators to belonging, including shared understandings developed through a bi-cultural lens, are:

- Shared values
- Shared protocols
- Sharing leadership
- Being the change you want to see
- Ownership
- Whanau that eat together stay together. We share our food/stories/history

Raglan Area School

Our Vision is of the qualities our students will show as a result of their years of learning and living in our school and its community, founded in the New Zealand Curriculum and Te Marautanga O Aotearoa.

We do not create visions; they happen because of what we believe and what we can foresee. Through our influence, example and persistent efforts we aim to help our students to be:

Confident

*Respectful
Contented, happy
Resilient
Self-contained
Productive*

Connected

*Tolerant
Patient
Caring
Having a sense of place
Humble
Selfless
Honest
Inclusive of others*

Culturally Responsive

*Empathetic
Culturally sensitive
Culturally aware
Culturally appreciative*

Actively involved

*Having global awareness
Community spirited
Adventurous
Humane*

Lifelong learners

*Open-minded
Wise
Responsible, risk-takers
Problem-solvers
Inquisitive*



Raglan Area School Values

Values are the principles and fundamental convictions that act as general guides to behaviour, the standards by which particular actions are judged as good or desirable.

Halstead and Taylor (2000)

Our values are the important qualities and beliefs we try to live by, and show in the ways that we ourselves go about our work, and in our relationships with others in and out of our school.

Our values are founded in Tikanga Maori and complimented by Te Marautanga O Aotearoa and the New Zealand Curriculum.

Poutama

Incorporating the values of excellence, innovation, inquiry and curiosity (thinking critically, creatively, reflectively); integrity (being honest, responsible, accountable and ethical).

We are demonstrating Poutama when we:

- Strive for excellence in any field of endeavour;
- Show whakawhanaungatanga, manaakitanga, kaitiakitanga;
- Show leadership
- Are supportive of others academically, socially, physically;
- Show integrity.



Whakawhanaungatanga

Incorporating the values of community and participation for the common good, being inclusive, being whanau, and in ensuring equity (fairness and social justice);

We are demonstrating Whakawhanaungatanga when we:

- Operate as a whanau (caring, sharing, and supporting each other);
- Follow the 'no violence' rule, especially no verbal violence, no physical violence to others and no violence to ourselves;
- Look after one another and are aware of the school's whakapapa.



Manaakitanga

Incorporating the values of diversity (different cultures, languages, heritages);

We are demonstrating Manaakitanga when we:

- Make all visitors to our classroom welcome by acknowledging and greeting them, offering food and drink, serving them before we eat/drink ourselves and introducing them to everyone in the room;
- Make all welcome;
- Leave class rooms as we find them;
- Take off our hats before we enter class rooms;
- Refrain from sitting on any table or bench as both food eating and learning are 'tapu'.



Kaitiakitanga

Incorporating the value of ecological sustainability.

We are demonstrating Kaitiakitanga when we are committed to the care of the environment, and all that that means here in Whaingaroa.

- Protect and sustain our heritage;
- Leave rooms we have been in clean and tidy;
- Respect our school environment by reducing, re-using and recycling.





Description of school, students and community

Description (2016)

RAGLAN AREA SCHOOL TE KURA A ROHE O WHAINGAROA

School Number 0125

School Type: Composite (Area School) U5 (U6 for 2016 as the hosting a roopu of Nawton School students placed on our roll lifting the roll over the threshold of U5)

PHYSICAL DESCRIPTION

Raglan Area School is situated on the Opoturu Channel and Kaitoki Channels on the southern side of Whaingaroa. Mount Karioi forms the south western horizon. The Board of Trustees has a Property Occupancy Agreement with the Ministry of Education for the site at Norrie Avenue including 5.658 hectares, classrooms and other buildings.

STAFFING RESOURCES

The school's GMFS for 2016 was based on a roll of 451 and roll based staffing entitlement of 32.44 FFTEs Further staffing provisions culminated in a confirmed March staffing entitlement of 34.01 FFTEs however this included staffing for the Nawton Roopu at 1.2 FFTEs. Further staffing came from targeted funding including Alternative Education, Maori Factor Funding, Gateway, STAR, and SEC/TERT Alignment. All staff are fully trained, well qualified, and fully registered with the exception of one Provisionally Registered Teacher who achieved full registration in Term Four. The staff represents a wide range of ages and experience, is well represented in both genders and is currently composed of approximately 50% Maori staff while the rest are predominantly Pakeha New Zealanders. We also have one Indian teacher and several raised and trained in the UK. Currently we are able to provide experienced teachers in the primary, secondary and rumaki unit. Two permanent member of staff were on Leave and neither are returning to RAS, and one teacher was on a years LWOP to work for Te Toi Tupu as an adviser in mathematics and is returning in 2017.

STUDENTS

The student numbers for 2016 were anticipated to start at approx. 428 which would generate a roll for GMFS of 451. This includes allowances for new entrants through the year and for ORS calculations. By the end of the year the roll peaked at 470. The student body ranges in age from 5yrs to 18yrs old with a slightly larger majority in the primary area over the secondary area. Of these, some 56 students are taught in Te Roopu Aroha Ki Te Reo, a total immersion Rumaki unit. Our students were 60% Maori, 35% pakeha, and less that 1% Pasifica and small numbers of European, Asian and Indian students. There is and always has been a majority of boys throughout the school at 53% of the student body. Most of the students come from the catchments bounded by Waingaro to the north, the Aotea to the South, and Waitetuna to the east. Within that catchment are also Waitetuna School, Te Uku School, and Te Mata School with whom we share whanau and with whom we collaborate in ensure the best educational of our students. Students enter Raglan Area School from Kohanga Reo, Kindergarten and other ECE providers, and at year 9 further students enrol from the local primary schools and at year 11-13 a small group comes from around the country to participate in the Surfing Academy. A small yet significant number of students enroll throughout the year from, predominantly, Hamilton secondary schools, and a significant number of these come with experiences of estrangement from schools and education, that said in 2016 there was a noticeable trend with students returning to Raglan Area School from successful years at Hamilton schools to complete their education here.



CULTURAL DIVERSITY AND PROVISION OF TE REO AND TIKANGA MAORI

Raglan Area School is uniquely positioned to provide access to Te Reo Maori and to Tikanga Maori. Given the student population profile where the majority of students are Maori and where the teaching staff are also predominantly Maori, or married to Maori, then our mission statement **Celebrating Education in a Bi-cultural Environment** is our reality. Maori are significantly represented in the senior leadership of the school. The Board of trustees also represents our Maori community with 83% of its current parent representative membership being Maori. One of these members is the Iwi representative who communicates with local marae on the schooling at Te Kura a rohe o Whaingaroa (RAS). Our Maori students are also equitably represented in the Student Leadership Team. The single largest cohort of students in the kura claim descent from the Tainui Waka (approximately 36% of all students). A further 26% of all students claim descent from other iwi.

Our Rumaki unit, Te Ropu Aroha ki Te Reo, provides for total immersion learning with four (Later Three) competent Te Reo Maori speaking teachers and excellent support from the community. They are taught at L1 and the auditor confirmed this classification. All mainstream students are involved in kapahaka/waiata and we have begun to introduce Te Reo throughout the Years 1-6 area of the school, at Years 8-10 Te Reo is compulsory and is taught by specialist teachers. All students are involved in Powhiri, and our values Manaakitanga, Whakawhanaungatanga, Kaitiakitanga and Poutama, founded in Tikanga Maori are upheld throughout the school.

There are small minority groups within the kura that enjoy access to Tikanga and Te Reo Maori as well as being supported to celebrate their own cultures. Some families who are from overseas elect to settle their students in the school with the express intention of having this access.

There is a whanau support group that is engaged each term in consultation with the rumaki unit, the Iwi representative on the BOT maintains communications with the Marae, the school supports local marae when they are hosting events and tangi, the staff visit though less often, the other contributing marae in the area. Several of the teaching staff are currently engaged in Te Reo classes out of school time, and other staff have recently completed studies at diploma and degree qualifications within Tikanga Maori. There are several PLD provisions within the school in both Maori Medium and English Medium delivery, and the management of the school takes careful cognizance of Tikanga Maori. In 2015 the school accepted an invitation to hui with Waikato-Tainui in a pilot and confirmed their membership as a Kawenata School in 2016 with the attendant collaborations.

The 150th Jubilee in 2016 provided the opportunity and impetus for the carving and installation of a waharoa that celebrates our values and represents 'He Manu' referencing the whakatauki;

**'Ko te manu e aki ana ti miro, nona te ngahere.
Ko te manu e kai ana matauranga, nona te ao'.**

The bird that eats of the miro owns the forest,
the bird that eats of knowledge will gain the world.

The Board when consulting with families and communities is careful to ensure the engagement of Maori whanau, and supports initiatives within the community, in the promotion of Maori aspirations.



SCHOOL STRENGTHS 2017

- Our mission statement mandates for a bi-cultural environment (this places us rightly in the context of a treaty nation), and for celebrating education (again rightly placing us in the context of learning).
- Raglan Area school acknowledges it's whakapapa and tangatawhenua. We are signatories to the Kawenata, a covenanting document between Waikato Tainui and the kura working purposefully alongside Waikato-Tainui exploring the Iwi Educational Strategy. This provided for opportunities to share resources and data and to found the school within the iwi that has mana whenua. Our students predominantly Maori / NZ Pakeha. There is a small and growing international community. Students who identify as Maori form 60% of the roll and of these some 60% identify as Waikato Tainui. That is that a third of the roll identify as Waikato Tainui and are the single largest cohort of students.
- The school maintains its strong values (Manaakitanga, Kaitiakitanga, Whakawhanaungatanga, Poutama) and tikanga. These are reflected in the day-to-day practices of the kura and in its relationships in the community with tangata whenua.
- Staff are attested against the Registered Teachers Criteria and particular note is made of Criteria No's 3 and 10 with regard to celebrating and practising biculturalism and inclusion. All teaching staff are have their registration.
- Raglan Area School has an excellent staff who are competent, hard working and multi talented. Approximately 50% of the current teaching staff are Maori and the kura includes a Rumaki unit to meet the needs and aspirations of parents that choose to have their children taught in Te Reo. In 2017 three staff are on leave for the academic year and competent staff are appointed to their positions.
- Staff are engaged in professional development that is in the main collective and aligned to student needs. A focus is to be placed on Teacher inquiry into pedagogy and improving practice using spiral inquiry. All staff participates in Teaching as Inquiry. (TAI) and are attested against the RTC and unit holders have action plans.
- There is a collective understanding of the target, and goals, and Professional Learning is linked to these and to priority students.
- Roll growth continues and in 2017 we expect to reach 500 students enrolled early in the year. Roll growth Classroom (2) will arrive in term 2 and the junior block is being refurbished in Term 1 2017. Other 5YA property projects have been completed on time.
- The school has a capably led, proactive and engaged Board of Trustees.
- The school continues to have a significant and growing internal capacity for PLD and for mentoring and modelling. The school is likely to gain significant benefit in some curriculum areas from return of teachers from external training and development including in Te Reo and mathematics.
- NCEA results are trending upwards and were the best ever for the end of 2016 including eight university scholarships awarded to students, results from 2016 indicate that we are at the norms for Decile 4-7 schools.



- The school has effected good relationships with Polytechnics and with the University of Waikato as well as with other secondary schools for collaboration and moderation practices.
- Improving community perceptions particularly around the provision of education through junior secondary years have led to rising confidence and student attendance thanks to vision and determined by senior leadership.
- Deliberate collaboration between local schooling has led to significantly improving connections with Early Childhood Education providers and improvements in transitioning to school practices.
- There is a large Health team in support of the students at Raglan Area School including Counselling staff, Drug and Alcohol Counselling, Doctor in school, Public Health Nurse, Social Worker in School, and a dedicated pastoral team.

IDENTIFIED AREAS FOR IMPROVEMENT:

- Priority continues to be placed on improving educational outcomes for Maori and all students, in particular early oral language intervention, lifting standards in writing, improving moderation of National Standards, improving outcomes for priority groups of students, inclusion of special needs students.
- NCEA results in external examinations while trending upwards require further impetus and acceleration and the engagement of students in vocational pathways and career opportunities is a priority, improving participation in NCEA Te Reo qualifications and Level three attainment are a priority.
- Concern remains about levels of community substance abuse and the impacts on students. The MOE and the courts acknowledge that retention of students and the care taken of students engaged in kura is significantly improving outcomes for the community and reduction in youth offending. These students remain a challenge for schools and the Ministry's call for compassion and perspective are noted.

THE BASIS FOR IDENTIFYING AREAS FOR IMPROVEMENT

- Student achievement data, collected collated and analysed
- MOE feedback and areas of focus
- Ka Hikitia
- NCEA results and reports
- Attendance data and analysis
- Community aspirations
- Feedback from the tangata whenua particularly Waikato Tanui
- Feedback from community
- Student voice



The Board of Trustees when presented with the student data from a variety of sources have taken the time to understand and reflect on the data. Senior staff have presented data and helped the BOT examine the data. The BOT continues to support the focus on lifting the achievements of those students identified as 'Below the Standard'; approves a continuing focus on Maori student success as Maori; and remain focused on developing strategies for the more precise identification and support of students who are well below the standard.

PLANNED ACTIONS FOR LIFTING ACHIEVEMENT

- On-going Professional Development in support of accurate moderated national Standards. Sustaining of inter-school moderation of NCEA standards, inclusion of more Te Reo in English Medium, improving pedagogy, focus on oral language and targeting writing across the school
- Middle Management focus continues on AREA goals, (Attendance, Retention, Engagement, Achievement)
- Further training with MOE PD for restorative practices and reviews and clarification of behavioural expectations and student support and discipline
- Tracking of all NCEA students and early identification of those underachieving
- Continued implementation of IEP's for priority students performing well below the National Standards with a focus on clarifying the circumstances and the needs of this group of students and facilitating employment and career pathways
- Appointment of SENCO provision for secondary students
- Mentoring of senior students focused on achievement and vocational pathways
- A continued focus on the Registered Teachers Criteria with particular regard to achievement of Maori students and their success as Maori along with collaboration with Iwi education plans

PROFESSIONAL LEARNING AND DEVELOPMENT PROGRAMMES 2017

- Internal provision for support of Te Reo in English Medium
- Internal provision with external support for e-learning and Google Apps and the use of these to create communities of learning within the staff and for the provision of professional learning
- Full embedding of Teaching as Inquiry for Improving Teacher Practice
- Restorative practices under PB4L
- N.Z.S.T.A supported provision for BOT training

BOARD OF TRUSTEES CONSULTATION

The Raglan Area School Board of Trustees is committed to a proactive relationship with the community. A current initiative includes the development of a parent support group. The board is actively engaged the promotion of Maori Aspirations and is signatory to the Kawenata. Whanau have numerous opportunities for engagement with the kura and with teaching staff and there are regular whanau hui.

BOT has well developed Raglan Area School Website and continues to develop this for presentation of information, for parent feedback, BOT surveys, and consultation as part of community consultation. In 2017 the Charter and all Policies will be added to this site.

The Raglan Area School Board of Trustees meets its statutory requirements to report to MOE and also to other organizations with which it has an educational relationship including:

- MOE
- Alternative Education
- PLD providers
- NZQA
- Auditors



TARGETED FUNDING 2016

The Raglan Area School Board of Trustees ensures that all targeted funding is used appropriately (in most cases the BOT supplements these funds) and as intended including:

- KiwiSport Funding This in part is used towards supporting our Sport-fit Coordinator however Operational grant tops this up. Most of the funding is directed to engaging students in Recreation and Sport with a focus on more girls participating in sport and great engagement of all students. The Sport-fit Coordinator is focused on student participation in sports and works across the school supporting collective and individual sports opportunities and links with the community. They also report to Sport Waikato against their action plan, in 2016 the focus is on a collaboration with the community in advancing waka ama as a recreational and sporting pursuit for students and funding was successfully applied for. The Board participates in the Sports Committee which introduced a highly successful Sports Awards evening at the end of the year which drew significant participation and accolades;
- ICT targeted funding purchases upgrades to computers, new computers and installation of data projectors to teaching environments, and hard and software upgrading. This is also significantly enhanced by funding from the Operational Grant and donations,
- Alternative Education funding is primarily used for Funding staffing;
- SENCO funding is separately budgeted for and includes teacher assistants, student support, and resourcing, SENCO staffing is funded primarily from Teacher funding so that all of the SENCO resource goes to priority students, further resourcing has been achieved for RTLB support funding for Yrs 11-13 and now is \$5000;
- MLP funding is separately budgeted for and includes staffing and resourcing into the Rumaki Unit only.

In the Operational Grant for 2017, the Minister has deferred a 1% increase in operation funding across all schools to a new budget. They review the social demographics for students at school and analysis this for 'risk' to student learning and achievement. The number of these students is calculated, though no individuals are identified, and the school is given an allowance for additional collective support. Raglan Area school received \$12800 in the Targeted At Risk Funding allocation based on 138 students identified as having risk indicators.