



Raglan Area School Charter 2018

Prepared by: RAS Board of Trustees
Email: boardoftrustees@raglanarea.school.nz
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Introduction

Who are we, what are we trying to achieve?

About RAS

Raglan Area School, Te Kura a Rohe o Whaingaroa, is situated on a peninsular between the Oporuru Channel and Kaitoki Channels on the southern side of Whaingaroa Harbour. Our mountain, Karioi, stands on our south western horizon. We are an Area School (Composite School) and provide for around 500 students aged 5 years to 19 years. We serve a community that extends from the northern shores of Aotea Harbour in the south, to Waingaro in the North, and from our glorious West Coast across to the Karangamahanga Range in the east.



Raglan Area School is a small yet 'big hearted' rural school that 'celebrates education in a bicultural environment' sustained by our strong values including, Poutama, Whakawhanaungatanga, Manaakitanga and Kaitiakitanga. We celebrate diversity and practice inclusion, we model restorative practices and work hard to establish secure and enriching relationships between students, staff, whanau and community. We are uniquely positioned to provide access to Te Reo Maori and Tikanga within the whole school and especially our total immersion classes in our Rūmaki unit, 'Te Rōpū Aroha Ki Te Reo.'

Tikanga is embedded within the school and we defer to the mana whenua hapuu of Ngaati Maahanga-Hourua for cultural consultation of local traditions and include the hapuu relationships that are settled in the wider region for history, waiata, kawa and te reo. We do this as we acknowledge the lands of the Ngati Maahanga Chief, Te Awaitaia, (Wiremu William Naylor). Within the school we practice kawae-a-kura.

Vision (Whakakitenga)

RAS values the contribution of each student and aims to assist each student reach his or her full potential in a bicultural environment.

Our vision influences our future and our ability to prepare our children and our community for the future. Our vision is shaped by our aspirations. Through our influence, example and persistent efforts we aim to help our students to be:

Caring	Contented, happy	Connected
Patient	Confident	Actively involved
Resilient	Adventurous	Community spirited
Tolerant	Responsible risk-takers	Inquisitive
Humble	Wise	Honest
Culturally proud	Culturally aware	Having a sense of place
Lifelong learners	Productive	Selfless
Empathetic	Open-minded	Self-contained
Inclusive of others		

Mission Statement (Kaupapa Matua)

Celebrating Education In A Bicultural Environment

Our Mission is based upon the strength and unique character of our school Te Kura a Rohe o Whaingaroa,(Raglan Area School) and is the result of the working partnerships generated between our school, students, whanau, parents, hapu and iwi.

We acknowledge the two versions of the treaty, Te Tiriti o Waitangi and the Treaty of Waitangi. Where there is confusion, precedence is given to Te Tiriti o Waitangi.

Values (Uaratanga)

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 complemented 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).

Whakawhanaungatanga

Incorporating the values of community and participation for the common good, being inclusive, being whanau, and in ensuring equity (fairness and social justice) (“to include all as family”).

Manaakitanga

Incorporating the values of diversity (different cultures, languages, heritages). To uphold the mana of all individuals and especially visitors and in so doing upholding one’s own mana.

Kaitiakitanga

We are demonstrating Kaitiakitanga when we are committed to the care, maintenance and restoration, of all taonga including language, tikanga, and whenua (including ecological sustainability) and all that these mean here in Whaingaroa and in NZ.



Community Input

What do our community want?

In November 2017 the Board of Trustees commenced a month long period of Community Consultation with our community (whanau, students, staff, community and mana whenua) to gather feedback and ideas for input into our 2018 RAS Charter.

Consultation began with a public session in the town hall with all members of our community invited to participate. A paper-based and electronic version survey was provided for individuals to provide feedback.

There were 109 responses. We prompted feedback by asking 15 questions.

As a Board, we were very pleased with the consistency of themes and ideas across responses. Most respondents considered the school's key strength as providing a warm and caring environment that is supportive of a diverse range of cultures.

Here is a short summary of the key wishes expressed by respondents:

- A more holistic, student centred and dynamic curriculum anchored in Tikanga Maori.
- Improved staff wellbeing and performance.
- Engaged teachers who are passionate about each student and their individual qualities which makes each special.
- Improved leadership and management with a clear vision
- Improved parent engagement and communication
- Improved organisation across the school
- Increased cohesiveness across all areas of the school.
- Improvement to school grounds and facilities
- A focus on environmental principles
- A focus on creative arts
- A focus on sports
- A safe school environment.



Strategic Section

What are the key areas where we need to make improvements?

3-5 year broad aims/goals

1. A focus on student wellbeing and achievement within a school-wide, culturally responsive curriculum that:
 - a. Enables all students to be engaged in their learning and achieve educational success with pride in their unique identity.
 - b. Is underpinned by Tikanga Maori principles;
 - c. Leverages digital technology appropriately across all curriculum areas;
 - d. Has more creative arts options;
 - e. Is environmentally focused;
 - f. Includes sexuality/health education, restorative practice and respectful schoolwide relationships;
 - g. Expanded sports opportunities and participation;
 - h. Responsive to and inclusive of the special needs of all students.
2. A vibrant and growing Rumaki Unit creating living language and tikanga within Waikato-Tainui taking cognisance of local hapu and iwi. Reflecting agreed Raglan Area School values and sufficiently independent to ensure students have Te Reo immersion for at least 80% of their learning and socialisation.
3. A high performance culture where we support and celebrate achievement across cultural, academic and sporting pursuits.
4. A focus on staff wellbeing and performance.
5. Strong, dynamic and innovative leadership, effective management with a clear vision for the school.
6. All parents and whanau are actively encouraged and empowered to support students to achieve success in their learning through effective engagement and communication.
7. Effective organisation of school processes, events and communications, digitally integrated with appropriate technologies..
8. A Board of Trustees that clearly articulates the school vision and policies, is transparent and responsive, reviews its own performance and continues to develop strong partnerships.
9. A beautiful, cared for environment that students, parents,whanau, and community are proud of.
10. Innovative thinking to identify funding opportunities to assist in achieving our strategic aims to deliver the highest outcomes for all students.

Annual Section

What will we do to ensure we are achieving our objectives?

Targets for improving students outcomes

Strategic Objective 1: A focus on student wellbeing and achievement within a school-wide, culturally responsive curriculum

...that:

- a. Enables all students to be engaged in their learning and achieve educational success with pride in their unique identity.
- b. Is underpinned Te Tiriti and by Tikanga Maori principles;
- c. Leverages digital technology appropriately across all curriculum areas;
- d. Has more creative arts options;
- e. Is environmentally focused;
- f. Includes sexuality/health education, restorative practice and respectful schoolwide relationships;
- g. Expanded sports opportunities and participation;
- h. Responsive to and inclusive of the special needs of all students

Target	Actions	Responsibility	Timeframe
<p>Increase the number of students achieving at or above the standard for writing.</p> <p>Analysis of school-wide writing data in November 2017 identified concerns in Years 0 to 8. While the data showed respectively 45% were meeting national standards, further analysis showed that 69% of Maori boys were writing below the national standards for writing.</p>	<p>Two ALL facilitators term 1.</p> <p>Application for PLD including for writing</p>	<p>Principal to appoint Approval and training</p> <p>Principal</p>	<p>By March 1st</p> <p>Feb</p>

<p>Target Students and Priority Students</p> <p>107 students identified as below the standard and 34 students well below in 2017 will have made accelerated progress towards writing at or above the standard by end of 2018.</p> <p>(See table for age related data,)</p> <p>Implement systems to track the accelerated progress of at-risk students. (All students below and well below noting also priority students).For Years 11-13 noting all students at risk of not achieving. (ARONA).</p>	<p>Target and Priority Students Identified from 2017 data</p> <p>Review tracking tools and mentoring programmes</p> <p>School leaders to develop a tracking system for at risk students to facilitate reporting to BoT. Develop effective systems using progression to clearly demonstrate accelerated learning.</p>	<p>Change Team</p> <p>Senior teachers and SLT</p> <p>Change Team and SLT</p>	<p>Feb</p> <p>March</p> <p>March</p>
<p>Develop a school wide curriculum for writing and appropriate assessments focussed on pedagogical development. This will then create a first class model for further curriculum development. PLD writing and ALL positions to support writing curriculum development.</p> <p>Initial focus for curriculum development is on literacy (Particularly Writing) and providing learners with seamless programmes.</p>	<p>Develop a detailed PLD plan for writing across the school in conjunction with MOE "Change Management team and ERO guidance.</p> <p>Review Assessment tools. Establish dependable assessment processes</p> <p>Develop assessment schedule for all staff in writing including assessment tools and best practice for formative and summative assessments</p>	<p>Change Team</p> <p>Syndicates to Change team</p> <p>Syndicates to Change team</p>	<p>March</p> <p>Feb</p> <p>March</p>

<p>A second curriculum focus is based on te ao Māori and bicultural and other local learning opportunities.</p> <p>The further development of a Te Reo in English Medium curriculum.</p> <p>Review Complimentary curricular in 0-10 to include tikanga, local histories, te ao Maori.</p>	<p>PLD for second language learning for lead teachers of Te Reo.</p> <p>Support teacher appointed 0.5 FFTE for Te reo</p> <p>Find suitable learning opportunities for staff and students in Tikanga, local history, including culturally responsive PLD</p> <p>Referencing and incorporating the strategic visions of the kawenata</p>	<p>Principal to apply for PLD Hours</p> <p>Principal with senior teachers and MOE.</p> <p>Principal</p> <p>Principal and local expertise</p> <p>SLT</p>	<p>Feb</p> <p>PLD plans to BOT by March meeting.</p> <p><u>Feb</u></p> <p>Through 2018</p> <p><u>Term 2</u></p>
<p>NZSTA training around assessment for BOT.</p>		<p>Board Chair to confirm dates for PLD</p>	<p>To be scheduled by end of Jan.</p>
<p>Confirm mentoring of senior students including vocational advice and guidance by week 5 of Term 1.</p>		<p>MOE SAF with Principal</p>	<p>Tracking system to be implemented in Week 5</p>
<p>Review and affirm the principles and practices of Restorative Practices.</p>	<p>Review current plan with SLT and RP practitioner</p>	<p>Lead teachers selection including counsellor.</p>	<p>Term 1</p>

	<p>Select and train lead practitioners to support staff.</p> <p>TOD for PLD with MOE provided trainer. Provide community forums for parents to understand restorative practices.</p>		Week 3 Term 2
Provide further access to programmes in arts and in environmental studies.	<p>Initiate further options for students beginning years 7-10</p> <p>Continues the pilot of Environmental studies for years 11-13 with a view to developing an academy of studies.</p>	<p>Timetable and staffing allocated.</p> <p>Funding for external providers allocated.</p>	<p>Term 1</p> <p>Review term 4 for planning 2019</p>
Engage Raglan Area School in the Kāhui Ako - Communities of Learning	<p>Dialogue with Local principals and MOE</p> <p>Identify one or more COL that the school may wish to join.</p>	Principal/BOT	Term 2
Develop overarching digital strategy for implementation of hardware, software and curriculum	<p>Apply to Connected Learning Advisory</p> <p>Review of PLD provision in writing to include digital support for writing PLD TOD in July Holidays for interested staff to consider digital strategy.</p> <p>Roll out of digital strategy</p>	<p>Principal/BOT/Connected Learning Advisory</p> <p>Principal MOE</p>	<p>June 2018</p> <p>Confirmed Connected Learning Advisory</p> <p>Confirmed Connected Learning Advisory</p>

Strategic Objective 2: A vibrant and growing Rumaki Unit

...Creating living language and tikanga within Waikato -Tainui taking cognisance of local hapu and other iwi. Reflecting agreed Raglan Area School values and sufficiently independent to ensure students have Te Reo immersion for at least 80% of their learning and socialisation.

Target	Actions	Responsibility	Timeframe
Review recruitment and enrolment provisions. Consider the place of bilingual integration programme	<p>Ensure public clarity re requirements for enrolment and support of Rumaki Students.</p> <p>Consider the place of bilingual integration programme.</p>	Principal and Rumaki Staff and whanau/	Term 2
Ensure that Social Sciences programmes are reviewed to encourage cultural awareness and responsiveness.	<p>Review strategic programming of local history, Waikato History and NZ History with Focus on awareness.</p> <p>Ensure Maori Language week is a collaboration with Hapu and Community. Reflect on the schools response to Waitangi Day and plan for 2019 community action day.</p>	Reference Kawenata documentation and literature for proliferation.	Ongoing

Strategic Objective 3: A high performance culture

...Where we support and celebrate achievement across cultural, academic and sporting pursuits.

Target	Actions	Responsibility	Timeframe
Share stories of success with whanau and regularly celebrate achievement. To include Website, School app. Regular newsletters.	Appoint lead teacher of Media. Design Job Description Select appropriate tools and platforms Present new format newsletters fortnightly. Review Term 3	Principal and Lead Teacher	Term 1
Review Calendars for dates and commitments. Establish commitment to events	Schedule of events. Discuss with teaching staff and commit to a selection of community events (eg Maui Dolphin Day, Maori Language Week)	Senior teachers and Principal	Term 1
Review and approve communication app for whanau	Roll out of app by mid term 1	Principal BOT	Mid Term 1

Strategic Objective 4: A focus on staff wellbeing and performance

Target	Actions	Responsibility	Timeframe
<p>Build teacher professional capacity</p> <ul style="list-style-type: none"> Develop agreed pedagogy that reflects the NZ Curriculum and Te Marautanga O Aotearoa agreed best practice 	<p>Review good Teaching Mantra CHALET Document 7-8 key bullet points identifying 'good teaching' and teacher profile expectations at our school.</p> <p>Document alignment between good teacher profile and appraisal.</p>	<p>Principal with input from a group of school wide leadership, ERO indicators and MOE change management team.</p>	
<p>Implement robust performance management system for leaders and teachers</p>	<p>Implementation of ARINUI and PLD to facilitate teacher use 1 Teacher Only Day for all Staff ~2 days with leadership team</p> <p>NZSTA Training for BoT to understand Appraisal process and tools.</p> <p>Policy and procedures for appraisals need to be made clear, consistent and implemented.</p> <p>Ensure Teaching as Enquiry, Spiral Enquiry are established within appraisal</p>	<p>Principal to schedule PLD for Arinui</p> <p>Board Chair to organise.</p> <p>Board Chair to oversee making changes to current appraisal policy/procedures.</p>	<p>Principal to confirm dates</p> <p>Policy to BOT 3 weeks after PLD.</p>

Improve standards of planning to reflect student needs and academic achievement. Formalise the formats for planning to link to appraisal systems	Funding for school wide planning template and platforms. Staff review of IUGO BOT Funding	SLT BOT	Term one Priority Budget Allocation Feb
Celebrate high performing staff.	Feature articles in newsletters. Staff hui.	Principal/ Media	Term 2
Help staff to more easily connect/access the information they need	Establish a staff intranet to aid collaboration and communication.	Specialist Adviser	Term 2

Strategic Objective 5: Strong, dynamic and innovative leadership

...Effective management with a clear vision for the school.

Target	Actions	Responsibility	Timeframe
Strengthen leadership for learning across the school	Principal to identify and engage a leadership mentor and professional guidance and PLD Plan for Leaders of Learning In leadership	Principal with BoT (funding) SLT	Funding approved Feb
Develop internal evaluation capacity.	Board to participate in Internal Evaluation Workshop Senior teachers to participate in Internal Evaluation Workshop	BoT - BOT Chair Principal	Term 1 2018

Strategic Objective 6: All parents and whanau are actively encouraged and empowered

...To support students to achieve success in their learning through effective engagement and communication.

Target	Actions	Responsibility	Timeframe
Implementation of school mobile communication app SchoolApps	Approve App and Develop for roll out to parents and community	Digital team	Term 1
School communications are consistent and connected	Ensure interconnectedness of Apps, web page, social media and newsletters etc	Media staff and Principal	Term 1/Term 2
Review Student Management System and investigate if there is a more effective system for Raglan Area School to aid more effective engagement with whanau.	Research Linc-Ed. Plan with Connected Learning Advisory	Principal with help from Digital Tools team. Change Management Team and Digital Strategy	Term 2

Strategic Objective 7: Effective organisation of school processes, events and communications

...Digitally integrated with appropriate technologies.

Target	Actions	Responsibility	Timeframe
Develop Digital strategy and implement	Establish a Digital Tools and Communications group/committee to have oversight of digital tools used at school	Principal with help from Digital Tools team and Connected Learning Advisory.	June 2018
Improve digital ability of staff	Establish what PLD is required for staff, both teaching staff and administrative staff.	Principal with help from Digital Tools team and Connected Learning Advisory.	June 2018
Improve leave system and approvals	Establish a digital system for leave applications and approvals	Principal with help from Digital Tools team.	Term 2
Review of Financial management tools, processes and approvals.	Ensure that Staff Usage Expenditure Report is countersigned monthly	Principal to report to BoT	Monthly
	Schedule PD for Financial Management	BoT - Finance Committee	Confirm date for PD in Jan
	Detail requirements for monthly financial reporting to BoT to include accrual accounting	Principal to meet with MOE Financial adviser	Term 1

Strategic Objective 8: A Board of Trustees that clearly articulates the school vision and policies

...Is transparent and responsive, reviews its own performance and continues to develop a strong partnership between school and home.

Target	Actions	Responsibility	Timeframe
Strengthen annual improvement targets	Specific improvement targets to be set in the 2018 Charter	BoT - All	Term 1
Develop a robust governance policy and procedure framework to guide school operations	BoT to approve the sign up with SchoolDocs	BoT	Beg. Term 2
	BoT to review and customise SchoolDocs	BoT (Policy Portfolio owner)	Review and approve March BoT Meeting
Ensure that the child protection policy is disseminated and shared with the school's community	Table, review and approve Policy to ensure schools requirements are met	BoT	Term 1
	Publish Policy in the Newsletter	Principal	First Newsletter in March
BOT Annual work plan to focus on achieving strategic objectives	BoT to develop and complete work plan to drive 2018 Actions	BoT	Monthly board meetings

Strategic Objective 9: A beautiful, cared for environment

...That students, parents, whanau, and community are proud of.

Target	Actions	Responsibility	Timeframe
Find a gardener to regularly care for grounds and establish more planting	Appoint hours and funding to Gardener Develop school wide plan for gardens and grounds	Principal BOT Property	Term 1 Appointment - additional funding in Budget 18
Assess planned maintenance schedule and prioritize maintenance tasks accordingly	Review and diarise plan for maintenance Update 5YP and !0 Year Property Plans	BoT (via Property Committee) and Principal	

Strategic Objective 10: Innovative thinking to identify funding opportunities

...To assist in achieving our strategic aims to deliver the highest outcomes for all students.

Target	Actions	Responsibility	Timeframe
Increase donation income to school	Discussion/plan on how to increase donation income to school	BoT and School Finance team	April BoT Finance Meeting
Increase fundraising income to school	Identify specific fundraising projects and funding stream opportunities to target	BoT and School Finance team	April BoT Finance Meeting