



# CHARTER 2016

## Charter Contents

### Section One – Introduction to Mahana School

- Our Vision
- Our Mission
- Our School Values
- Our Beliefs
- Description of the School Community
- Recognising and Enhancing Maori Achievement
- National Education Priorities
- Achievement and Reporting
- Professional Development
- Supporting Documentation

### Section Two – Strategic Planning

- Strategic Goals 2014 – 2016
- Strategic Plan 2014 – 2016

### Section Three – Annual Planning

- BOT Annual Plan
- 2016 Student Achievement Targets
- 2016 Action Plans

## Section One – Introduction to Mahana School

### Our Vision

Mahana Students as STRONG, POSITIVE, RESPONSIBLE,  
BRILLIANT, CONTRIBUTORS to the World

### Our Mission

To provide excellent learning and teaching in an inclusive,  
respectful, and happy environment

### Our Values

Positive relationships within the school community  
A safe place to grow and learn  
Whole school involvement  
A friendly welcoming atmosphere  
A dedicated teaching staff  
Able and professional management  
A well-trained, enthusiastic support staff  
Our full primary school status  
Academic achievement  
Cultural diversity

### Our Beliefs

Respect and Care  
'treat others how you would like to be treated'  
Environment  
'look after the earth, it's the only one we've got'  
Curiosity  
'seek and you will find'  
Resilience  
'kia kaha, stay strong, stay positive'  
Diversity  
'everyone together makes life better'  
Perseverance  
'be the little engine that could'  
Honesty  
'do the right thing, even when no-one is looking'

## Our Community

Mahana School is a U2 full primary school catering for Year 1 to 8 students in four multi level classes. It has a teaching principal, a principal release teacher, two full time teachers, an office administrator, and a part-time teacher aide. The school shares a reading recovery teacher with Upper Moutere School. Local contractors provide cleaning and mowing services.

Mahana currently has a roll of 87 students. A bus is shared with Mapua School.

Mahana School is situated on School Road, approximately 20 km from both Richmond and Motueka, and 6 km from Mapua.

Parents are employed in a variety of occupations. Many are self-employed or work in a trade, some work in local vineyards, and some work in Nelson or Richmond. Of the traditional apple orchards there is one left.

Most families live on large rural sections or life style blocks. Some live in the Mapua village. Local property values are high.

Mahana School contributes to local secondary schools including Motueka High School, Waimea College and Garin College. The school is a member of the Moutere Hills Cluster that includes Upper Moutere School, Mapua School, Tasman School, Tasman Christian School, and Dovedale School.

The school has an active and supportive parent base. Parents are regularly called upon to assist with transport to and from school activities. The school is family focussed and has a strong Home and School group that organises fund raising and other community events. Mahana is a busy school. The calendar features events such as our new student pōwhiri, swimming sports, family picnic, cross country, sports exchanges, Matariki celebrations, weekly assemblies, museum visits, and the Armistice Day Athletics Sports. A feature of the school is the annual Family Fiesta.

Mahana School has high expectations of its students, staff, and community. At the core of the school is our vision.

The school has a fully equipped kitchen. 49 laptop computers and 7 iPads are available for student use. Each class has either a MacMini computer or a ChromeCast / AppleTV attached to a large screen. AeroHive wifi is available throughout the school. A photocopier is also connected to the network.

The school has attractive grounds and surroundings. It features two large playing fields, a netball / tennis court, a large asphalt games area, an adventure playground, and a large sandpit. A large swimming pool is used by students and community.

Mahana is supported by the RTLB service, the RTLit, GSE, and School Support. Students attend the dental clinic in Richmond.

Mahana has a range of student achievement. Teachers cater for individual needs within class programmes, and a Teacher Aide is funded by the school and through the SLS programme. The school holds a licence for Lexia Learning for up to thirty students at a time.

Mahana develops fantastic students. It is a happy, student focussed school.

## Recognising and Celebrating New Zealand's Cultural Diversity

Mahana School, as appropriate to its community, will develop procedures and practices that reflect New Zealand's cultural diversity and the unique position of Māori language and culture.

Mahana School will take all reasonable steps to provide instruction in te Reo Māori and tikanga Māori.

To achieve this, Mahana School will...

- Incorporate tikanga and te Reo Māori into the daily learning
- Pōwhiri / Mihi Whakatau new students and families
- Use everyday greetings in te Reo Maori
- Ensure there are adequate resources to support programmes.
- Celebrate Matariki as an important New Zealand day every second year.
- Assist staff in increasing their ability and confidence in te reo Māori and tikanga Māori
- Celebrate Māori Language Week each year.
- Provide opportunities for students to celebrate their own cultural backgrounds and affiliations.

## Improving Outcomes for Māori

Mahana School will take all reasonable steps to improve Māori achievement.

To achieve this, Mahana School will...

- Consult regularly with the Māori community
- Incorporate elements Ka Hiikitia throughout all programmes
- Maintain close and positive relationships with whanau
- Maintain a welcoming and positive environment for whanau
- Provide opportunities for Māori students to engage with and be proud of their Māori identities
- Monitor Māori achievement and keep the Board informed twice each year.
- Adapt programmes where possible to better suit the needs of Māori students
- Explore suitable options should a higher level of tikanga or te Reo Māori be requested

## National Education Priorities

Mahana School determines its priorities by focusing on national priorities. These are...

- Develop programmes that enable all students to realise their full potential as individuals, and to develop the values needed to become full members of New Zealand's society.
- Develop programmes that enable all students to realise their potential in relation to National Standards.
- Identifying and removing barriers to ensure equality of educational opportunity for all students.
- Development of the knowledge, understanding and skills needed by New Zealanders to compete successfully in the modern, ever-changing world.
- Support parents in their vital role as their children's first teachers.
- Provide a broad education through a balanced curriculum covering essential learning areas. Priority is given to the development of high levels of competence in literacy and numeracy, science and technology and physical activity.
- Establish clear learning outcomes, monitoring student performance against those objectives, and programmes to meet individual need.
- Ensure success in their learning for those with special needs by ensuring that they are identified and receive appropriate support.
- Increase participation and success by Māori through the advancement of Māori education, including education in Te Reo Māori, consistent with the principles of the Treaty of Waitangi.
- Respect the diverse ethnic and cultural heritage of New Zealand people, with acknowledgment of the unique place of Māori, and New Zealand's role in the Pacific and as a member of the international community of nations.

Mahana School priorities are identified through:

- the school's programme of self review
- analysis of assessment information
- community consultation

## Achievement and Reporting

Student learning is central to all initiatives and programmes at Mahana School. Student learning is recorded, analysed, and reported as achievement data through...

- Achievement data is collected in Term 1 and 3. Test results are recorded and used as the basis for OTJs.
- OTJs are formed from test results and classroom work and are measured against National Standards.
- OTJs must be agreed upon by all staff members before they are allocated.
- OTJs are moderated through comparison with achievement results within school, and where possible from other schools.
- Targets are the result of analysis of achievement data. Trends within year groups, gender groups, or cultural groups are a priority.
- Achievement by Maori is a priority for analysis. Maori students are analysed as a group and trends presented to the BOT.
- Targets are set by the principal and staff with the purpose of increasing student learning.
- Analysis of data is conducted by the principal and where possible by teachers. Analysis is reported to the BOT in principal reports in Term 1 and 4. Data analysis is critiqued by the BOT and trends and outcomes recorded in BOT minutes.
- Groups and individuals identified through analysis are assisted through additional funding, resourcing, staffing, and attention.
- Families are informed of student achievement through reports and interviews in Term 1 and 3. These clearly illustrate next learning steps and achievement in relation to National Standards. Parents are regularly in contact with teachers, and are invited to attend open days each year.
- E Learning is a priority for allowing families greater access to student achievement information.
- Students are informed of their own next learning steps through private consideration of their own report. Next steps for learning are on visual display in class.

## Professional Development

Mahana School understands that improved student learning is achieved through improved staff knowledge and ability.

- Professional development is allocated according to need. Professional development allows the school to better meet the needs of its community, students and staff.
- School needs are determined by achievement data analysis, community survey, and professional discussion amongst staff.
- Where possible, professional development as part of a cluster group or in collaboration with other schools is preferred.

## Professional Development 2016

Mahana School's priorities for professional development for 2016 are...

### Literacy

- Improving teacher ability in teaching writing
- Improving community understanding of literacy and literacy teaching
- Improve outcomes in writing

### Mathematics

- Improve teacher ability in teaching mathematics
- Improve assessment and teaching practices for students
- Improve student outcomes in mathematics

### Student Well Being

- Increase awareness of student needs
- Learn strategies for helping emotionally at risk students
- Improve the school experience for emotionally at risk students

### Reading Recovery

- Improve teacher ability in teaching reading
- Improve assessment practices in Year 1 to 3
- Improve outcomes in junior reading

## Charter Consultation Timelines

Targets prepared for 2016	February 2016
New charter approved by BOT	February 2016
New charter lodged with MOE	March 2016
Initial Assessment Data Collected	March 2016
2015 Annual Report to Auditor	March 2016
2015 Annual Report lodged with MOE	May 2016
Review of Targets reported to BOT	August 2016
Final Assessment Data Collected	November 2016
Assessment Data Reported to BOT / Community	November 2016
Analysis of Variance Completed	November 2016

## Term Dates for 2016

### Term 1

- Tuesday 2 February to Friday 15 April (100 half days)

### Term 2

- Monday 2 May to Friday 8 July (98 half days)

### Term 3

- Monday 25 July to Friday 23 September (90 half days)

### Term 4

- Monday 10 October to Thursday 15 December (96 half days)

## Supporting Documentation and Location

### Learning and Teaching

- Meeting the needs of children with special needs (including learning support and GATE) – Principal's Office
- Mahana Curriculum – Curriculum Folder
- Assessment - Curriculum Folder
- EOTC – Principal's Office
- Enhancing Maori Achievement – Principal's Office

### Personnel

- Performance Management – Principal's Office
- Job Descriptions - Principal's Office
- Staff Development - Principal's Office
- Board Development – BOT Minutes
- EEO - Principal's Office

### Property

- 10 Year Plan - Principal's Office
- Property Projects – School Office
- Maintenance - School Office

### Finance

- Financial Policy and Procedures – Principal's Office
- Annual Budget - School Office
- Fixed Asset Register - School Office

### Health and Safety

- Hazard Register - School Office
- Monthly Property and Health and Safety Check - School Office

### Consultation

- Reporting to parents – Principal's Office
- Maori Community - Principal's Office

## Section Two – Strategic Planning

### Strategic Aims

The following strategic goals help us to support our students becoming strong, positive, brilliant, responsible, contributors.

#### Aim One

Every student of Mahana School will be encouraged to achieve to their potential and beyond in literacy and numeracy, evidenced by progress and achievement in relation to National Standards.

#### Aim Two

Every student of Mahana School will have opportunities to learn in an outstanding academic, social, and physical environment.

#### Aim Three

Mahana School encourages pro-social behaviour to support and develop emotional well-being.