

Pembroke School Charter Aims and Objectives

The board, with the principal and staff, is required to develop a strategic plan that documents how they are giving effect to the National Education Guidelines through policies, plans, and programmes, including those for curriculum, National Standards, assessment and staff professional development. (NAG 2(a). This charter, which comprises its strategic plan, is supported by detailed documents of the school's aims, objectives, directions and priorities in its policies and plans – including its curriculum plan. (To be read with reference to all school annual and long term plans and used for school purposes.)

AIMS We aim to ...	OBJECTIVES We will do this by ...	INDICATORS OF ACHIEVEMENT We will have achieved this when ...
<p>Curriculum Delivery and Content</p> <p>To support and encourage children's learning by following approaches that recognise their individual needs and abilities, foster enjoyment and satisfaction, give breadth of opportunity, and make good use of a range of resources.</p>	<p><i>Each year the Principal and staff develop, revise or confirm aspects of the school's curriculum plan in collaboration with the Board. The plan will include specific objectives relating to the delivery of the curriculum.</i></p>	<p>We see students engaged with their learning and making progress against the learning criteria set in the plans. The Board will through its review and reporting process monitor progress towards its aims goals and targets.</p>
<p>Children's Progress and Achievement</p> <p>To monitor and report on children's progress in ways that have a positive impact on learning, give clear, dependable and helpful information about their achievements, and encourage shared responsibility among children, parents and teachers for reviewing performance and deciding goals for progress and improvement.</p> <p>Learners with special education needs are supported to come to school, engage in all school activities and achieve against the key competencies and learning areas of the New Zealand Curriculum and te Marautanga o Aotearoa.</p>	<p><i>Each year the Principal and staff monitor and report student achievement and progress in relation to the school's curriculum goals, in reading, writing mathematics and</i></p> <p><i>Each year the Principal and staff will review and monitor school practises in relation to inclusiveness and achievement of our special needs learners.</i></p>	<p>We see student data showing progress and achievement against curriculum achievement goals. We see parent engagement with their children in relation to the learning at school. Student learning goals are achieved. The Board will through its review and reporting process monitor progress and levels of student achievement in *Reading, Writing and Mathematics. *(Across the curriculum)</p> <p>Our reviews will show changes made to increase inclusiveness and levels of participation in school activities. Surveys of parents/teachers will indicate satisfaction of school efforts with special needs students.</p>
<p>Personnel</p> <p>To be a good and fair employer by promoting a working environment where high standards of professionalism and teamwork are encouraged and valued. Where good interpersonal communications, relationships and loyalties are demonstrated, and where everyone is committed to their ongoing professional development and the best possible learning opportunities for our children.</p>	<p><i>The Board applying policies and plans to appoint quality staff, so that the school can supply education in accordance with the intentions of this charter. The Board is committed to being a good employer. It will support staff development and operate a fair and effective performance management system.</i></p>	<p>Feedback/Reporting to the board demonstrates our staff are performing well and delivering a balanced curriculum that engages students in their learning.</p>
<p>Finance and Property</p> <p>To secure and manage the school's finances to sustain the purpose and aims of this charter; to provide effective support for teaching and learning, and to balance immediate financial commitments with longer-term responsibilities</p> <p>To plan and manage programmes of property development, enhancement and upkeep which ensure a high quality environment with buildings, grounds and facilities that are attractive, safe and well-suited to the needs of teaching and learning.</p>	<p><i>The Board will prepare an annual budget to fund the school's curriculum, personnel, property and administration activities. The Board will monitor and control income and expenditure throughout the year, and ensure the preparation, audit and publication of annual accounts.</i></p> <p><i>The Board will comply with the conditions of any current asset management agreement as a good steward of the State's and community's assets and prepare and implement a plan of property maintenance and development, including provision for safety and hygiene</i></p>	<p>The schools finances are sufficient to provide the necessary resources to ensure the funding of resources and programmes.</p> <p>School property, buildings and grounds remain in a good state. School meets all its obligations for keeping the school and grounds as a safe and hygienic place to be.</p>

<p>Health & Safety and Legislative Compliance</p> <p>To ensure the school has in place all required policies, procedures and guidelines that support the Board to meet all health & safety and legislative compliance</p>	<p><i>The Board will maintain its self review processes to ensure all policies and procedures are kept up to date and consistent with Health & Safety regulatory requirements.</i></p>	<p>The school will meet all its obligations under the laws of New Zealand.</p>
<p>Strategic Focus and Self-Review</p> <p>To maintain a sense of vision, a commitment to continuous improvement, and the identification of successes and priorities through on-going self-review of the school's performance in relation to our charter, policies and plans</p>	<p><i>The Board with the Principal and staff will develop and operate a strategic plan for the management of its operational objectives and development goals. The Board will have a timetable for the ongoing review of its policies and plans</i></p>	<p>Our goals are met and we formulate new directions and priorities based on identified needs (including Govt. directions priorities) within the school aiming towards continuous improvement</p>
<p>Cultural Diversity</p> <p>Aim. That school policies and practices will reflect New Zealand's cultural diversity and the unique place of Maori culture.</p> <p>To be responsive to the special qualities, needs and aspirations of people of all cultures within our community.</p> <p>That all reasonable steps are taken to provide instruction in tikanga Maori (Maori culture) and te reo Maori (the Maori language) for full-time students whose parents ask for it:</p>	<p><i>Objective All school policies and plans will be implemented in ways that are sensitive to the cultural backgrounds, values and needs of individual children and their families. In consultation with the school's Maori whanau/families, the Board will develop and make available its policies, plans and targets for the advancement of the achievement of Maori students, as required by the National Education Guidelines. Staff will be encouraged to participate in the "Maori Ora" professional development course through the "Open Whananga" to help us meet these aims.</i></p> <p>In support of meeting our aims our school will also...</p> <ul style="list-style-type: none"> ▪ Recognise the partners to the Treaty of Waitangi and endeavours to honour its principles ▪ Acknowledge, through curriculum implementation, the unique position of Maori, the dual cultural heritage of New Zealand and New Zealand's cultural diversity. ▪ Address, consult and report for NEGs 9 & 10 – NAG 2, 2a, 3 & 5 ▪ Recognise the memorandum between Ngai Tahu and the crown (Ministry of Education) ▪ Undertake to address and implement Te Kete o Aoraki ▪ Undertake to identify and consult with the school Maori Community (children, caregivers, extended family) ▪ Will seek to identify iwi affiliation on the enrolment forms of identified Maori students ▪ Will consult with local papaitipu runaka (Ngai Tahu runanga) – Moeraki ▪ Will prepare Tikanga Maori and Te Reo Maori programmes with the support of Resource Teachers of Maori using the "HE REO TUPU HE REO ORA" resource or other as suits current needs ▪ Will report to the Maori community and to the BOT on the achievement of Maori students, as appropriate for the numbers of children. ▪ Will organise dual enrolment with Correspondence School for any children whose parents request instruction in Te Reo Maori 	<p>When the school has feedback that it is meeting the needs of our community in regard to the aspirations of the people and cultures within the school.</p> <p>The numbers of staff undertaking the Mauri Ora learning, Feedback from our consultation hui with our Maori families.</p> <p>Feedback from our work with the local iwi and our visits to the Marae at Moeraki</p>
<p>COMPLIANCE See Education Act Sec 61 (3)</p> <p><i>A school charter must contain the following sections:</i></p> <p><i>(a) a section that includes—</i></p> <p><i>(i) the aim of developing, for the school, policies and practices that reflect New Zealand's cultural diversity and the unique position of the Maori culture; and</i></p> <p><i>(ii) the aim of ensuring that all reasonable steps are taken to provide instruction in tikanga Maori (Maori culture) and te reo Maori (the Maori language) for full-time students whose parents ask for it;</i></p>		