



School Charter Strategic and Annual Plan for The Catlins Area School

2018 -2020

Principals' endorsement:	Kate Staniford
Board of Trustees' endorsement:	Grant Bradfield
Submission date to Ministry of Education:	16/02/2018

The Catlins Area School 2018 - 2020

Introductory Section - Strategic Intentions

Mission Statement	<ul style="list-style-type: none"> • To ensure learner achievements and opportunities match or surpass the expectations and needs of all stakeholders • To ensure learners are best prepared for their future
Vision	To be the best you can be.
Values	<p>The TCAS Way:</p> <ul style="list-style-type: none"> • Tenacity • Care • Achievement • Service
Principles	<ul style="list-style-type: none"> • Develop learner competency with digital technologies, digital fluency and digital citizenship • Teacher Inquiry and Appraisal • Ongoing Curriculum Review • Student leadership activities • Participation in community activities • Values and competencies linked • Conferencing / Mentoring • Engaging stakeholders and building trust • Be inclusive and differentiate, individualise where possible
Māori Dimensions and Cultural Diversity	<ul style="list-style-type: none"> • 7% of our students identify as Māori, most Ngai Tahu. • Students have access to Te Reo Māori and Tikanga Māori learning through their class teacher in their younger years and NetNZ later in their learning. • Te Kura Taumata o Catlins enjoys an active and engaging Kapa Haka programme, tutored by Māori Community Members, approximately 25% of our students participate and perform. • We are developing whole school kawa ora. • Teacher appraisal and observations are linked to Te Kotahitanga Effective Teacher Profile • Peer Coaching and mentoring is in place for teachers and older students.

Baseline Data or School Context

Students' Learning

The Catlins Area School has enjoyed a 90-100% pass rate at each NCEA level for at least 5 years, our focus should now shift to gaining endorsements and therefore higher quality qualifications.

Baseline NCEA Certificate Endorsement Data

Year / Level	Y11% TCAS / Decile 4-7	Y12% TCAS / Decile 4-7	Y13% TCAS / Decile 4-7
Excellence			
2014	0 / 14	0 / 12	0 / 11
2015	0 / 15	0 / 12	0 / 13
2016	0 / 16	0 / 13	0 / 13
2017	0 / ?	17 / ?	0 / ?
Merit			
2014	11 / 33	6 / 24	0 / 25
2015	18 / 33	0 / 24	10 / 26
2016	0 / 33	0 / 24	0 / 25
2017	0 / ?	0 / ?	33 / ?

The Catlins Area School has used the National Standards results to identify student learning needs, here is an OTJ summary for 2017.

Baseline National Standard Data

	<table border="1"> <thead> <tr> <th>Year / Learning Area</th> <th>% At or Above in Reading</th> <th>% At or Above in Writing</th> <th>% At or Above in Mathematics</th> </tr> </thead> <tbody> <tr><td>1</td><td>80</td><td>80</td><td>60</td></tr> <tr><td>2</td><td>75</td><td>50</td><td>100</td></tr> <tr><td>3</td><td>100</td><td>71</td><td>43</td></tr> <tr><td>4</td><td>94</td><td>75</td><td>69</td></tr> <tr><td>5</td><td>100</td><td>75</td><td>75</td></tr> <tr><td>6</td><td>100</td><td>86</td><td>86</td></tr> <tr><td>7</td><td>67</td><td>62</td><td>54</td></tr> <tr><td>8</td><td>83</td><td>83</td><td>33</td></tr> </tbody> </table>	Year / Learning Area	% At or Above in Reading	% At or Above in Writing	% At or Above in Mathematics	1	80	80	60	2	75	50	100	3	100	71	43	4	94	75	69	5	100	75	75	6	100	86	86	7	67	62	54	8	83	83	33
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School Organisation and Structures	<ul style="list-style-type: none"> • Implement the ICT Plan • Engage with PB4L and Restorative Systems, use and enhance our Values • Review the appraisal system, focused on teacher development and inquiry into practice 																																				

	<ul style="list-style-type: none"> • Encourage student leadership • Raise student / teacher / whanau expectations • Provide facilities and resourcing for success • Encourage systems where collaboration can occur • Engage support for Mental Health and Wellbeing • Respect and enhance horizontal connectedness. Things to explore: <ul style="list-style-type: none"> ○ Passion projects ○ Design thinking ○ Deep learning ○ Contextualisation • Improve moderation / evaluation systems
<p>Review of Charter and Consultation</p>	<p>The previous Charter was reviewed during the course of Term 2-4 on the appointment of the Principal. The review and consultation took the form of assimilating evidence from the 2016 AoV, NCEA and National Standards Reporting, Teacher and Student Surveys from NZCER, Parental in-home visits (which included over half of the parents of students who identify as Māori). The guiding documents which informed the analysis were: The 2017 Charter, The OECD Data in the document 'The Nature of Learning', The new Digital Technologies Curriculum Document, EROs School Evaluation Indicators, Kiwi Leadership for Principals, School Leadership that Works, Ka Hikitia, Core's Top Ten Trends.</p>

Strategic Section

Strategic Goals		Core Strategies for Achieving Goals	
		2018	2018 – 2020 Post 2018
Students' Learning	Improve outcomes for all students, particularly those identified with higher risk (e.g. Māori, SEN, etc).	<ul style="list-style-type: none"> • Develop learner competency with digital technologies, digital fluency and digital citizenship • Review whether the previously developed curriculum are used and whether they should be reviewed/renewed • Use NetNZ to diversify senior curriculum • Maintain SEN register and identify specific needs and interventions 	<ul style="list-style-type: none"> • Further individualise curriculum opportunities • Continue to develop and implement the ICT Plan to enhance learning opportunities
Student Engagement	Incorporate PB4L across the school to increase student engagement.	<ul style="list-style-type: none"> • Teacher Inquiry • Create student leadership opportunities • PB4L incorporation, staff training in restorative practices • Incorporation of The TCAS Way • Build on mentoring from last year by increasing years involved and staff training 	<ul style="list-style-type: none"> • Review teacher inquiries to identify patterns of interventions which work, share changes for impact. • Continue to develop PB4L principles and The TCAS Way. • Review mentoring programme to assess impact.
School Finance and Property	Operate within the annual grants. Begin work on the 10YPP once approved. Maintain our environment.	<ul style="list-style-type: none"> • Gain approval for 10YPP • Complete SEN upgrade • Develop cyclical maintenance plan 	<ul style="list-style-type: none"> • Make progress with 5YPP roofing and classroom renewal projects.
Personnel	Strengthen Senior Leadership Appraisal and Review	<ul style="list-style-type: none"> • Complete first round of teacher appraisal using new system and 	<ul style="list-style-type: none"> • Make necessary changes to appraisal

	Develop clear Job Descriptions	<p>sign off (July)</p> <ul style="list-style-type: none"> • Review with staff • Employ DP with clear JD 	<ul style="list-style-type: none"> • Check SLT responsibilities are correctly loaded • Review JDs for accuracy
Health and Safety	Regularly review procedures and information, minimise risk across the school.	<ul style="list-style-type: none"> • Continue to review and develop systems • Staff training • Regular walk-throughs and review 	<ul style="list-style-type: none"> • Continue to review and develop systems • Staff training • Regular walk-throughs and review
Community	Investigate current situation regarding student wellbeing and create plan for future implementation.	<ul style="list-style-type: none"> • Survey staff, students and parents regarding wellbeing to assess situation • Obtain staff training • Capitalise on opportunities to participate in community activities e.g. Cavalcade 	<ul style="list-style-type: none"> • Implement wellbeing changes based on survey outcomes

Annual School Improvement Plan – SUMMARY

Domain	Strategic Goal	Target	Short Report
Senior Students’ Learning	To increase NCEA certificate endorsement rates by at least 10% on average across the levels, by reducing the volume of credits offered and increasing the curriculum links to individual pathway outcomes.	In 2017, 12.5% of the NCEA Certificates in Levels 1-3 were endorsed with either Merit or Excellence. In 2018, the target is 22.5% of all certificates with endorsements.	
Junior Students’ Learning	To increase the percentage of students in years 1-10 at or above the correct curriculum level (as defined in the Learning Progressions) in Mathematics, by incorporating Science and Digital Technology Curriculum offerings which offer numerical opportunities. The Science opportunities will be supported by a Royal Society programme. The implementation of the Digital Technology Curriculum will be addressed with staff PD and 1:1 device integration.	In 2017, 65% of the students in Years 1-10 were at or above their correct curriculum level for Mathematics. In 2018, the target is 70% of all students in Years 1-10 reaching or surpassing their correct curriculum level by the end of the year.	
Student Engagement, School Organisation and Structures	To reduce the frequency of pastoral incidents across the school by incorporating PB4L instruction and rewards which relate to our school values. To continue reducing the number of students falling below 80% attendance (and therefore being referred to Rock On).	In 2017 there were 201 recorded pastoral incidents across the school. In 2018 this will be reduced by 10% to 180 incidents, the focus of the reduction will be on the middle school are (Y7-10).	

		In 2017 there were 12 students monitored for attendance which had fallen below 80% at some point during the year. In 2018 this should be reduced to 10 students with consistent monitoring and intervention.	
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Improvement Plan - Domain: Student Engagement, School Organisation and Structures

Strategic Goal

Incorporate PB4L across the school to increase student engagement.

Annual Goal

To reduce the frequency of pastoral incidents across the school by incorporating PB4L instruction and rewards which relate to our school values.

To continue reducing the number of students falling below 80% attendance (and therefore being referred to Rock On).

Annual Target

In 2017 there were 201 recorded pastoral incidents across the school. In 2018 this will be reduced by 10% to 180 incidents, the focus of the reduction will be on the middle school are (Y7-10).

In 2017 there were 12 students monitored for attendance which had fallen below 80% at some point during the year. In 2018 this should be reduced to 10 students with consistent monitoring and intervention

Baseline data

Baseline Data for Pastoral Incidents in 2017

Year	No. of Incidents
1-6	12
7-10	160
11-13	29

Baseline Data for Attendance in 2017

Term	No. of Students under 80% attendance
1	10
2	9
3	8
4	4

Key Improvement Strategies

- Engage in PB4L Training
- Hold regular PB4L Team Meetings (see calendar)

<ul style="list-style-type: none"> • Gamification of School Systems, simplified values and competencies linked <ul style="list-style-type: none"> ○ Badges ○ Cards ○ Rewards ○ Positive reinforcement ○ Teach values • Enhance 3-way-learning-conversations - Conferencing / Mentoring • Link to teacher inquiries • Create student leadership opportunities • Train and retain new attendance officer, review JD 			
When	What (examples)	Who	Indicators of Progress
Term 1	<ul style="list-style-type: none"> • Engage with PB4L training as per programme • Explain new rewards system / simplified values to school • Round one of mentoring extended to Y7-13 • Set up teacher inquiries • Develop leadership plan with Head Students • Train attendance officer 	<ul style="list-style-type: none"> • SLT then Staff • Principal / PB4L coordinators • Mentors • All teachers • Principal • Principal / Office staff 	PB4L training will be completed, the rewards system will be understood and participated in by students. Mentoring completed and referrals followed up. Teacher inquiries stated and approved by Principal, progress checked by appraisers at Term 1 Obs. Head students met with Principal, leadership plan in place with younger students engaged. Attendance Officer monitoring student attendance, intervening and reporting.
Term 2	<ul style="list-style-type: none"> • Continue PB4L Meetings, use data to identify target intervention students • Review reports for behaviour patterns which can inform a teaching programme • Monitor / review teacher inquiries and feedback to staff • Continue to monitor Head Student progress • Monitor attendance 	<ul style="list-style-type: none"> • PB4L Team with feedback to staff • Principal and SLT • Principal and staff • Principal • Principal / Attendance Officer 	Target students identified for interventions, and strategies discussed and implemented. Reports are read by Principal, trends identified and intervention strategy planned. Teacher inquiries are fed back to staff in staff meetings where appropriate, discussed and checked in T2 appraisal meetings. Principal continues to meet with Head students, leadership activities continue. Monitor and intervene with attendance, attend Rock On.
Terms 3 and 4	<ul style="list-style-type: none"> • Continue PB4L Meetings, analyse data for 2019 interventions, parent meetings for 5% • Specific teaching for interventions identified 	<ul style="list-style-type: none"> • PB4L Team and Parents • PB4L Team 	PB4L data analysis used to plan interventions for the following year. Parent meetings for high risk students to create strategy plan for learning.

	<ul style="list-style-type: none"> • Mentoring • Teacher inquiries feedback to staff regarding target students • Continue to monitor Head Student progress and develop Y12 Leaders • Attendance report, hold parent meetings 	<ul style="list-style-type: none"> • Mentors • All teachers at staff meetings • Principal and Head Students • Attendance Officer 	<p>Mentoring complete and reviewed by students (this year, parental review was in 2017). Teacher inquiries summarised and forward planning completed. Appraisal observations and discussions. Year 12 Leaders identified, Head Students continue to meet and continue leadership plan. Report on, monitor and intervene with attendance issues, parent meetings held, Rock On attended.</p>
<p>Monitoring</p> <p>Monitor at checkpoints throughout the year as seen above. Adapt plan if falling behind, or new needs are identified. Assess for impact at end of each term and adjust if necessary. Key staff to report back to Principal if identified as leading a specific part.</p>			
<p>Resourcing</p> <p>Most of the resourcing will come from our PB4L Funding, a lead co-ordinator has been identified and will be paid an MU with time if necessary. PB4L Funding should contribute to relief required for training. Relief resourcing will be required for appraisers or coaching if necessary. Specific time has been allocated for staff meetings and reviews. Finances will need to be set aside for positive rewards system in budget. Attendance Officer position to be integrated into support staff role.</p>			

Improvement Plan for Senior Students' Learning

School Strategic Learning Goal

Improve outcomes for all students, particularly those identified with higher risk (e.g. Māori, SEN, etc).

School Annual Learning Goal

To increase NCEA certificate endorsement rates by at least 10% on average across the levels, by reducing the volume of credits offered and increasing the curriculum links to individual pathway outcomes.

Baseline data

Year / Level	Y11% TCAS / Decile 4-7	Y12% TCAS / Decile 4-7	Y13% TCAS / Decile 4-7
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Target

In 2017, 12.5% of the NCEA Certificates in Levels 1-3 were endorsed with either Merit or Excellence. In 2018, the target is 22.5% of all certificates with endorsements.

Key Improvement Strategies

- Reduce amount of credits offered in each course, focus on quality, not quantity
- Tailor required assessments to overall education and career plan
- Training in pathways education and careers
- Teacher Inquiry
- Teacher Appraisal
- Review whether the previously developed curriculum are used and whether they should be reviewed/renewed

When	What	Who	Indicators of Progress
Term 1	<ul style="list-style-type: none"> • Check course plans, discuss endorsement with parents and students • Set up student course plans • Careers training and programme, Gateway student plans • Set up teacher inquiries • Appraisal observations and meetings • Maths curriculum review 	<ul style="list-style-type: none"> • Principal, Principal's Nominee, Parents and Students • Mentors • All teachers and Gateway Staff • All staff • Appraisers and all staff • Principal and SLT 	Course plans reflect reduction in credits. Parent meeting held and endorsements explained. Careers plan and training in place for Y7-13. Teacher inquiry training completed and initial inquiries identified. First appraisal observations completed and follow-up meetings. Maths curriculum discussed for current status identification.
Term 2	<ul style="list-style-type: none"> • Check course plans are progressing as expected • Review student progress • Monitor progress with teacher inquiries in appraisal meetings • Maths curriculum review for change 	<ul style="list-style-type: none"> • Principal / Principal's Nominee • Mentors • Appraisers and all staff • Principal / BoT / Maths Staff 	Course plans are checked by PN to check they are progressing as expected. Student progress against mentoring plans are checked. Staff meetings to feedback regarding inquiries. Changes for Maths curriculum identified and discussed with Principal and Maths Staff.
Term 3	<ul style="list-style-type: none"> • Midyear report on NCEA progress • Student progress meeting, monitor course plans • Assess impact of careers programme • Staff training, pathways • Appraisal signoffs and inquiry monitoring meetings • Maths report to BoT 	<ul style="list-style-type: none"> • Principal • Principal and mentors • Staff and Gateway programme • Gateway Co-ord • Appraiser and all teachers • BoT and Maths staff 	Mid-year NCEA report presented to BoT. Principal met with students to discuss progress towards NCEA Levels. Students review careers programme by survey. Pathways training completed with staff. Staff appraisals are completed and signed off, appraisal system reviewed by staff. Mentoring meetings completed. Maths Staff reports to BoT.
Term 4	<ul style="list-style-type: none"> • Collect NCEA Data • Review careers programme with 	<ul style="list-style-type: none"> • Principal / SLT • SLT and Gateway 	NCEA Data collected and compared to 2017. Has reducing the amount

	students <ul style="list-style-type: none"> • Review appraisal and inquiry • Change Maths Curriculum for implementation in 2019 	Teacher <ul style="list-style-type: none"> • SLT • Maths Staff 	of credits and changing the careers/mentoring programme made an impact on NCEA results? Appraisal and inquiry review completed by staff and reported to BoT. Changes to Maths Curriculum for 2019 underway.
Monitoring Monitor at checkpoints throughout the year as seen above. Adapt plan if falling behind, or new needs are identified. Assess for impact at end of each term and adjust if necessary. Key staff to report back to Principal if identified as leading a specific part.			
Resourcing No funding changes required to support goal, except possible purchases for Careers Programme if necessary (low cost as most resources are free through CareersNZ). Time has been allocated for the required meetings and mentoring. Relief funds for appraisal and mentoring.			

Improvement Plan for Junior Students' Learning

School Strategic Learning Goal

Improve outcomes for all students, particularly those identified with higher risk (e.g. Māori, SEN, etc).

School Annual Learning Goal

To increase the percentage of students in years 1-10 at or above the correct curriculum level (as defined in the Learning Progressions) in Mathematics, by incorporating Science and Digital Technology Curriculum offerings which offer numerical opportunities. The Science opportunities will be supported by a Royal Society programme. The implementation of the Digital Technology Curriculum will be addressed with staff PD and 1:1 device integration.

Baseline data

The Catlins Area School has used the National Standards results to identify student learning needs, here is an OTJ summary for 2017.

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Target

In 2017, 65% of the students in Years 1-10 were at or above their correct curriculum level for Mathematics. In 2018, the target is 70% of all students in Years 1-10 reaching or surpassing their correct curriculum level by the end of the year.

Key Improvement Strategies

- Implement ICT Plan, develop learner competency with digital technologies, digital fluency and digital citizenship

<ul style="list-style-type: none"> • Encourage systems where collaboration can occur • Respect and enhance horizontal connectedness <ul style="list-style-type: none"> ○ Passion projects ○ Design thinking ○ Deep learning ○ Contextualisation • Improve moderation / evaluation systems <ul style="list-style-type: none"> ○ Science Writing and Maths ○ CoL Writing and Maths ○ Learning Progressions Moderation ○ Student Portfolios 			
When	What	Who	Indicators of Progress
Term 1	<ul style="list-style-type: none"> • Staff PD for 1:1 Devices, distribute devices • Google classroom training for staff • Develop Science Plans • Digital Technologies Training (numerical focus) • Maths Curriculum Review • Maths Baseline Data training with non-National Standards Data e.g. Learning Progressions • Student Portfolios created 	<ul style="list-style-type: none"> • Principal and Technology Staff • Principal and Technology Staff • Junior Team • Technology Staff and developing experts • Maths Staff • Junior Teaching Staff and Learning Progressions information sourced through the CoL • Junior Team and Principal 	
Terms 2 and 3	<ul style="list-style-type: none"> • Continued Science and Digital Technologies Training and Teaching with numerical focus • Maths Baseline Data Established • Student portfolios updated • Maths Curriculum Review and Report to BoT 	<ul style="list-style-type: none"> • Junior Staff, monitored by Principal 	

Term 4	<ul style="list-style-type: none"> • Reports to Parents and review of trends found • Maths Data analysis and moderation • Student survey regarding Digital Technology • Update student portfolios • Change Maths Curriculum for implementation in 2019 	<ul style="list-style-type: none"> • Junior Staff, monitored by Principal. 	
<p>Monitoring Monitor at checkpoints throughout the year as seen above. Adapt plan if falling behind, or new needs are identified. Assess for impact at end of each term and adjust if necessary. Key staff to report back to Principal if identified as leading a specific part.</p>			
<p>Resourcing PD funds have been applied for regarding Digital Technology, change of CoL may also release funds for training. Time has been set aside for meetings and staffing has been allocated for development. One staff member is attending a Masters Programme in Digital Technology Teaching which will be disseminated to staff, another staff member has been awarded a Royal Society Grant to develop Science Teaching in the Junior School.</p>			

Other 2018 Key Improvement Strategies to Achieve Strategic Vision			
Property	Short Report	Finance	Short Report
<ul style="list-style-type: none"> • Gain approval for 10YPP • Complete SEN upgrade • Develop cyclical maintenance plan (Term 1) 		<ul style="list-style-type: none"> • Operate within the annual grants. 	
Personnel	Short Report	Community Engagement	Short Report
<ul style="list-style-type: none"> • Complete first round of teacher appraisal using new system and sign off (July) • Review with staff (August) • Employ DP with clear JD (Feb) 		<ul style="list-style-type: none"> • Survey staff, students and parents regarding wellbeing to assess situation (Term 2) • Obtain staff training in Wellbeing (CAMHS) • Capitalise on opportunities to participate in community activities e.g. Cavalcade (all year) 	

