

NORTHERN SOUTHLAND COLLEGE



CHARTER 2022

RATIONALE:

The Northern Southland College Charter sets the direction for our school. It is the overarching document that allows us to manage change in a positive way. It shows how we want to achieve our vision and mission. All stakeholders have opportunities to contribute. We incorporate new ideas into our planning that we believe have the potential to improve our school. We see the strategic plan as a 'living document'; able to be adapted and changed as required. This flexibility is important.

Northern Southland College Mission Statement

"We strive to develop well-rounded students, whose academic endeavour is balanced with sporting and cultural involvement and whose exhibition of personal and social skills is positive."

Northern Southland College Vision

We strive to build a College community where:

- there is healthy integration with the wider community, within which the College is valued and there is understanding for, and support of, a shared vision.
- students are positive, inspired by learning, feel valued and respected, and are proud of themselves and their achievements.
- staff are passionate about teaching, feel valued and respected, and continuously seek to improve.
- success is celebrated.
- leadership opportunities are fostered.
- learning programmes are student-centred, relevant to the outside world and cater to the varied needs of our students.
- students participate in and contribute within community, national and global context.
- students leave the College as resilient, resourceful, innovative adults:
 - (a) literate and numerate,
 - (b) strongly motivated to continue as lifelong learners.



Jonathan Elder
Chairperson Board of Trustees
March 2022

School Description

- Northern Southland College is a small rural school situated in Lumsden, the gateway to Queenstown and Fiordland. The College is nestled in the picturesque Waimea valley that offers many outdoor pursuits and sporting opportunities.
- Innovative and well-resourced, the College has a proud tradition of very high achievement across the spectrum of school life. The size of our College enables us to insist on high standards, whilst caring for all students' individual needs on both academic and social levels, as they mature into well-balanced young adults. A plethora of interests and EOTC opportunities are provided for students.
- We offer a wide-ranging curriculum, with the support of distance learning providers.
- We value ICT skills and acknowledge their importance for teaching and learning.

Staff and Student Composition

- The College community is a mix of rural and urban families. Many traditional sheep and beef farms are converting to dairy. Changes in farming impact on local towns and businesses and directly affect the numbers and demographics of the student community.
- In addition to the traditional bicultural College community, we have staff and students from other ethnic backgrounds, currently including Filipino, Fijian Indian, British, German, Malaysian Chinese and Euro African. Our College is enriched by this, and we seek to positively integrate elements of different ethical values and perspectives into our existing school culture.

Managing Cultural Diversity

- The College's Policies, Procedures and Plans have been and will continue to be developed and implemented in ways that acknowledge the cultures and values of individual students and their families; in particular, we acknowledge the unique position of Maori.
- Where practical, the College will consult fully with whanau of Māori students to develop programmes to meet their cultural and educational needs, including ensuring access to instruction in Te Reo Māori for those parents who request it.
- All sectors of the College community will be consulted annually with particular attention to the following groups:
 - Families identifying as Maori
 - Pasifika families
 - Immigrant families
- The College welcomes immigrant families and will work to ensure that:
 - they are empowered to be included in managing the schooling of their children
 - their culture and values are respected and valued
 - they are treated with the respect due to all parents.

2019 - 2022 STRATEGIC FOCUS

We strive to develop well-rounded students, whose academic endeavour is balanced with sporting and cultural involvement and whose exhibition of personal and social skills is positive.

Statements of Intent We intend to...

Instil confidence in our students by providing an environment that is both emotionally and physically safe. Classrooms will be inclusive and cater for the needs of all learners, regardless of age, ethnicity, gender or ability.

How?	Who?	When?	Resourcing
School Values and expectations	Principal and Whole Staff	Ongoing	N/A
Positive Teacher / Student Relationships (Ako)	Whole Staff	Ongoing	N/A
Tataiako (cultural competencies)	Whole Staff	Ongoing	N/A
Health Programmes	Health and PE HOD and Health Teachers	Ongoing and reviewed in November each year	Ongoing PLD including liaison with other agencies
Counselling	Principal, Board of Trustees and Guidance Department	Ongoing and reviewed in October each year	Budgeting and staffing for counsellors
Pastoral Care discussion at staff meetings (and using SMS)	Senior Leadership Team and Deans	Ongoing	N/A
SWPB4L	Whole Staff	Ongoing	PLD – ongoing 2022 budget for refresh and relaunch
Peer Support, Peer Mentoring, Peer Mediation, Tuakana/Teina Programme	Pastoral Dean, DP Pastoral	Ongoing	Training of students as required

Respect the uniqueness of New Zealand Society with particular understanding of our bicultural partnership with Tangata Whenua

How?	Who?	When?	Resourcing
Increase staff confidence and competence in use of Te Reo and understanding of Tikanga	Principal and Whole Staff, RTM	Ongoing	PLD
Consultation with our Maori Community	Principal, BOT and Guidance Counsellor, Whole Staff, Hokonui Runanga	2022 Hui	Provide Kai
Identifying of Maori students	Whole Staff	Ongoing	N/A
Tracking of Maori student achievement	Academic Dean, HOD's, Teachers	Ongoing	PLD on KAMAR
Whole school learn Haka and Waiata and continue house competition	Selected staff	Ongoing	N/A
Continue relationship with Hokonui/Aparima Runanga	Principal, SLT, Selected Staff	Ongoing	N/A
Continue Kapa Haka group (Attend Polyfest?)	JE/JW	Ongoing	Approve budget & REAP to support financially

Resource our school so teaching programmes reflect current developments, particularly in regard to technology

How?	Who?	When?	Resourcing
Budget Provision	Principal and BOT	Ongoing	ICT budget approved
Professional Learning and Development	Senior Leadership Team and HODs	Ongoing	\$18,000 budget approved by BOT
Development of classrooms to Modern Learning Environment standards	Principal and BOT	Ongoing	10YPP Implementation

Foster a community of connected learners with the understanding that students learn better when we work in partnership with home and the wider community

How?	Who?	When?	Resourcing
Email contact from teachers with home at the start of every unit of work	Classroom teachers	Ongoing	Provision of Staff ICT (laptops)
Reporting - Fortnightly Reporting - Formal Reports - Pastoral system	HOD's, Classroom Teachers, Pastoral Dean, Guidance Counsellor	Fortnightly Reporting every two weeks. Formal Reports end of Term 2, 3 and 4	N/A
Parent Interviews	Classroom Teachers	Conducted March and July	Dinner for staff
Community Consultation	Principal and BOT	Every Two Years	N/A
Fortnightly Newsletter	Office	Fortnightly	N/A
School Website / Facebook / App Updates	Principal, Office Staff, SLT, BL Snapp Mobile	Ongoing	\$840 annual fee Snapp Mobile
KAMAR	Senior Leadership Team	Ongoing	Developing of parent portal to access "real time" assessment details
College functions	Senior Leadership Team	Ongoing	Catering and rental of facilities when required
Careers / Gateway Programmes	Careers Advisor / Gateway Coordinator	Ongoing	Careers support
Parent Teacher Association (PTA)	Principal and Staff Representative	Ongoing	N/A

Role model reflective practice and use our knowledge of student achievement to guide us in the next steps of their learning

How?	Who?	When?	Resourcing
Professional Learning and Development	Senior Leadership Team, Selected Staff	Regular Staff meetings	\$18,000 per annum PLD budget
Use of Student Profiles (tracking)	DP, HODs and Classroom Teacher	Ongoing	Annual KAMAR licence
Assessment Practices	DP, PN, HODs and Classroom Teachers	Ongoing	N/A
SENCO information sharing	SENCO Teacher	SENCO student information regularly updated and available on KAMAR	N/A
Professional Growth Cycle	Teaching Staff	Ongoing - annual cycle	N/A

**Create a school culture that values lifelong learning and allows students to reach their academic potential.
We will have high expectations**

How?	Who?	When?	Resourcing
School wide expectations	Principal and Whole Staff	Regular Staff Meetings and Assemblies	N/A
Positive Teacher-Student relationships (Ako)	Whole Staff	Ongoing	N/A
School wide and Curriculum Specific Professional Learning and Development	Senior Leadership Team and HODs	Ongoing	N/A
Teachers Sharing Practice	All Teaching Staff	Ongoing	Time/class cover Sharing in PLD meetings

Promote active involvement in a range of school contexts, with reference to curriculum and co-curriculum opportunities

How?	Who?	When?	Resourcing
EOTC Programme	PE HOD and EOTC Coordinator, Whole Staff	Ongoing	PLD budget
Provision for Sporting opportunities	Head of Sport, Sports Coordinator	Ongoing	Funding for Sports Coordinators. MU for HOD Sport
Provision for Cultural opportunities	TIC's	Ongoing	Budget for College Production and Kapa Haka
Compulsory PE programme	PE HOD	Ongoing	N/A
Optional Performing Arts Programme	Classroom Teachers	Ongoing	Timetable provision

ANNUAL GOALS FOR 2022

GOAL 1 - RAISING STUDENT ACHIEVEMENT

NCEA	Improve NCEA endorsements across the senior school, encourage Scholarship entry. Level 1 - Merit 35%, Excellence 20% Level 2 - Merit 30%, Excellence 15% Level 3 - Merit 25%, Excellence 15%
Year 7-10	Review assessment, tracking and reporting and develop student profiles on Kamar
Attendance	All student's individual attendance is over 90%
Teaching	Quality teaching practices at NSC becomes common practice

Background:

NSC has made pleasing progress in raising Merit and Excellence level endorsements and expectations. Overall attendance at NSC is good and well above national averages but there are areas for improvement. There are simple actions below that can have a positive impact on student achievement.

Action	Completed By	Responsibility	KPI
Raise the expectation of our senior students	Ongoing	Principal Nominee, HOD's, Classroom Teachers, Tutor Group Teachers	<ul style="list-style-type: none"> Subject and Tutor Group teachers assist students in goal setting Teaching at merit level as a baseline Subject teachers identify scholarship candidates
Celebrate endorsement achievements	Ongoing	Principal Nominee, HOD's, Classroom Teachers	<ul style="list-style-type: none"> Positive promotion through classroom "Wall of Fame" Formally recognise, assembly, Awards Ceremony.

Raise engagement and achievement of boys to achieve parity with girls	Ongoing	BOT, Staff, ERO Evaluation Partner, NSC Evaluation Team	<ul style="list-style-type: none"> • Students have effective, sufficient and equitable opportunities to learn • Parity for girls and boys across key achievement and success benchmarks
Raise all attendance in line with MOE “Every Day Matters”. Target is all students above 90%	Ongoing	DP, Attendance Officer, JE, Tutor Teachers, LSC, RTLB	<ul style="list-style-type: none"> • Fortnightly tracking by DP and refer to Tutorteachers • Tutor Group Challenge Trophy and House Challenges • Attend ‘Rock On’ attendance meetings • Parental meetings for low attendees • MOE protocols for truancy adhered to
Staff PLD will focus on teachers sharing quality teaching practices	Ongoing	All Teaching Staff	<ul style="list-style-type: none"> • Improved teaching practice • Improved student outcomes
Curriculum Group regular meetings	Twice a term	Principal, SLT, HODs, TICs	<ul style="list-style-type: none"> • Collaborative planning and contextual learning • Implement NCEA change package • Review timetable policy - ongoing
Moderation through FiNSCol between Year 5/6 teaching at our local primary schools and NSC staff	Ongoing	TC, WC, PL	<ul style="list-style-type: none"> • Greater alignment from primary schools to NSC • Reduce gaps in curriculum coverage
Resourcing	<ul style="list-style-type: none"> • PLD time for reflection and sharing 		

GOAL 2 - SELF REVIEW

Develop review cycles at all layers of College operation

Background:

NSC is committed to ensuring our students receive quality learning experiences and our practice is up to date with current trends. Over the past 3 years all policies have been fully reviewed and reformatted.

Action	Completed By	Responsibility	KPI
BOT Policy Review now becomes part of regular BOT meetings with a sub-committee formed should the need arise.	Ongoing	BOT	<ul style="list-style-type: none"> • Policies are in line with legislative changes
BOT consult our community on i) Maori achievement and engagement	Term 2 2022	Principal and BOT	<ul style="list-style-type: none"> • Hokonui Runanga Support • Community feedback is clear and acted upon • Greater community engagement
Departments - continue review systems	Ongoing	Heads of Department	<ul style="list-style-type: none"> • Student feedback is regular and formal • NZQA and College procedures adhered to and documented • Departmental Annual Reports • Teaching programmes are relevant and meet the needs of 21st century learners • Improved student outcomes
ERO Evaluation	Ongoing	BOT, Staff, ERO Evaluation Partner, NSC Evaluation Team	<ul style="list-style-type: none"> • Tasks set by Evaluation Team in consultation with ERO Evaluation Partner are completed on schedule
Resourcing	<ul style="list-style-type: none"> • Release time as required 		

GOAL 3 - STAFF / STUDENT WELLBEING

Continue staff and student wellbeing plan

Background:

The teaching profession is stressful and demanding. Research has also shown for students NCEA is having a detrimental effect on student well-being. NSC BOT are committed to providing an environment where all students thrive. We want to build on the work started in 2017/18.

Action	Completed By	Responsibility	KPI
Survey students around current levels of well-being	Ongoing	Principal, SLT Guidance Counsellor	<ul style="list-style-type: none">● Collate response from survey and ascertain where opportunities may be to enhance student well-being and welfare● Conduct staff professional learning and development to strengthen our pastoral care.
Survey staff around current levels of well-being	June 2022	Principal, Guidance Counsellor	<ul style="list-style-type: none">● Collate response from survey and ascertain where opportunities may be to enhance staff well-being and welfare● Investigate and consult with staff on initiatives to improve overall staff well-being
Resourcing			<ul style="list-style-type: none">● allocation of time in Tutor Group● allocate time in Staff/PLD meetings

GOAL 4 - CULTURAL COMPETENCIES / IDENTITY

- Increase staff confidence and competence in use of Te Reo and understanding of Tikanga
- Build a better understanding of all the cultures that make up NSC

Background:

Following our 2017 ERO visit and feedback from staff survey this area is one in which we are committed to improving and gaining more confidence. We made a start with this in 2018 but need to include our students in more of the planning.

Action	Completed By	Responsibility	KPI
Whole staff awareness of who our Maori and Pasifika students are	Ongoing	Whole Staff	<ul style="list-style-type: none"> • Staff can readily identify Maori and Pasifika students. • Increased willingness of students to be identified as Maori
Basic Te Reo is spoken by all and is a normal part of conversations	Ongoing	Whole staff	<ul style="list-style-type: none"> • Staff participate in PLD - Mana Orite and Matauranga Maori support provided • Staff have an increase in the confidence in speaking Te Reo • Student use of Te Reo is normalised
Resourcing	<ul style="list-style-type: none"> • PLD time and funding for resources as required 		

GOAL 5 - PROPERTY

- Implement 10YPP
- Continue BOT sub-committee oversight of all property matters

Background:

Our 10YPP has received MOE approval. We have appointed a Project Manager to oversee all projects within the 10YPP.

Action	Completed By	Responsibility	KPI
Timelines and budget adhered to for major projects.	Various completion dates (project specific)	Principal, BOT	<ul style="list-style-type: none"> ● Clear plan that can be articulated to staff and wider community. ● Teaching and learning is not detrimentally interrupted.
Painting programme completed	Various completion dates (project specific)	Principal, BOT	<ul style="list-style-type: none"> ● Modernise the look of the College. ● Preserve the buildings.
General property and school housing maintenance addressed in a timely manner	Ongoing	Principal, BOT and Grounds Staff	<ul style="list-style-type: none"> ● Physical environment remains safe for all staff and learners. ● All mandatory cyclical building reports completed on time. ● Staff maintenance reporting system fully imbedded.
Resourcing	<ul style="list-style-type: none"> ● MOE Property Funding ● Bulk Grant 		