



Collingwood Area School Charter 2018 - 2020





Te Pepeha o Te Kura o Aorere





**Ko Whakamārama te maunga
Ko Aorere te awa
Ko Te Tai Tapu te moana
Ko Te Waikoropūpū te puna waiora
Ko Mohua te takiwa
Ko Onetahua te marae
Ko Te Ātiawa, Ko Ngati Tama, Ko Ngati Rārua ngā iwi
I te wāhi e noho ana mātou
Ko te kura o Aorere
Tihei mauri ora!**



Together we ride the wave of lifelong success - Ka eke ngātahi tātou i te ngaru o te angitu

Collingwood Area School

Acting Principals' Endorsement:	 Hugh Gully
Board of Trustees' Endorsement:	 Vincent Andrew
Submission Date to Ministry of Education:	01 March 2020



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Introductory Section

Collingwood Area School, te Kura o Aorere, is a co-educational composite school, teaching students from year 1 to 14. It is a decile 7 school located in North-Western Golden Bay, two hours' drive from Nelson. The village of Collingwood, at the end of Highway 60, has a permanent population of around 250 and is an eco-tourist destination close to the attractions of Farewell Spit, the Heaphy Track, Kahurangi National Park, fishing and safe beaches. This beautiful place provides a stimulating backdrop for learning and every type of outdoor education, which we consciously integrate into our day to day opportunities at CAS.

The original school was established in 1859 with a roll of forty students, which was made up of children from families of goldminers, storekeepers and farmers. The original eight small schools from surrounding districts are now all part of this kura, which became an Area School in 1978.

The school roll on 1 March 2019 is 151. We are a culturally diverse kura, made up of Māori, NZ European, Asian, Pasifika and African American students and staff. Collingwood Area School is well supported by Manawhenua ki Mohua and our kura fully acknowledges their special place in our history and in our future. We recognise Onetahua Marae as the spiritual and physical home for our three local iwi: Ngāti Rarua, Ngāti Tama, and Te Ātiawa. The protocol followed at the marae is Taranaki Kawa and this precedent is in turn, applied to all pōwhiri and hui at Collingwood Area School.

Our students come from whānau with diverse employment backgrounds; some serve the tourists in cafes, others run local tours and horse treks, kaimoana/aquaculture, mail order businesses, some are crafts people, caregivers and many are dairy and sheep farmers. We are a close-knit and welcoming community, reflected in the quality of interactions and lasting relationships formed here. Some of our families are descendants from original pākehā settlers, while many are born overseas.

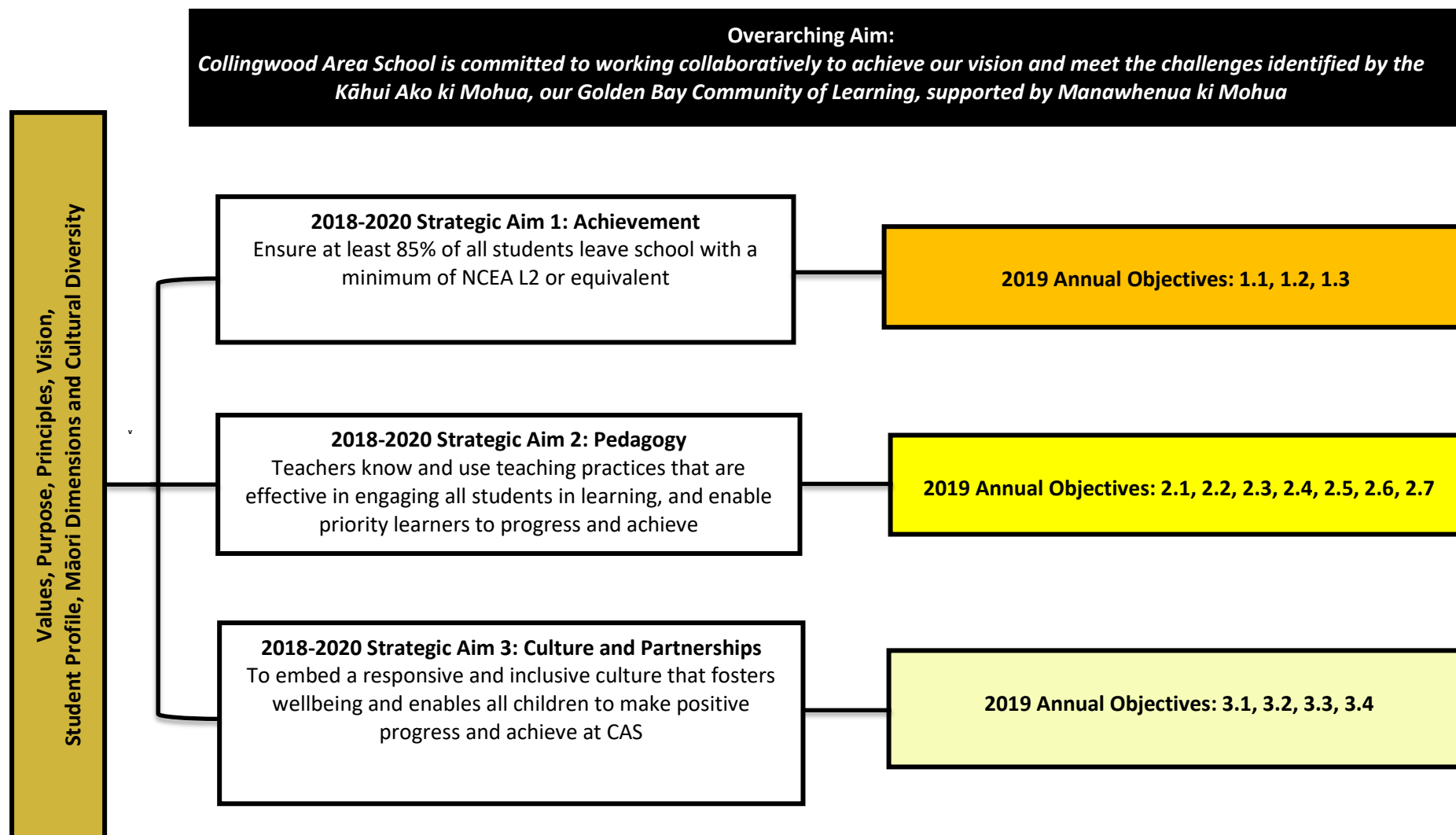
Collingwood Area School is fully staffed with a broad range of multi-talented support workers and teachers. Our school facilities boast a swimming pool, gym, an auditorium and library, full workshop facilities, netball courts, a large sports field and an adventure playground. In short, it provides broad opportunities for individualised education, both in and outside the classroom. Wellbeing, Restorative Practices and active Treaty partnership frame all aspects of our teaching and learning at CAS, underpinned by the New Zealand Curriculum, Tātaiako and our authentic pedagogical practice, supported by a clear and developmental performance management system, for all employees.

We are fully involved in all aspects of our Kāhui Ako ki Mohua and work alongside all ECE providers in The Bay. We are capitalising on the strength and opportunities this dynamic partnership is providing. Alongside this CoL, we are also active partners in TOSI (Top Of the South Island), an Area Schools cluster, which offers popular opportunities in sporting and cultural competitions, leading up to the annual National Area School Championships.

Our local environment is rural, with five bus runs operating across the largest geographical spread in the country. Despite the distance, we are a 'can do' school and have active sports teams travelling to tournaments and competitions, visits and visitors from "over the hill" and beyond, and regular interaction with the other four schools in Golden Bay. We celebrate our uniqueness every day.



Structure of our Charter and Annual Plan





Collingwood Area School Charter 2018 - 2020

A process of reviewing our Beliefs, Values and Vision will commence in 2020 and our outline below is a broad guide only. It is not our intention to honour the statements below as we move forward.

Together we ride the wave of lifelong success - Ka eke ngātahi tātou i te ngaru o te angitu

Our Beliefs <i>What We Value at Collingwood Area School</i>	Our Behaviours <i>What we do and how we do it</i>	The Results of our Beliefs and Behaviours <i>Our Vision for our learners and our school</i>
<p>Our Values To keep learners at the centre of everything we do, we emphasise the following values in our teaching, our learning and our decision making:</p> <ul style="list-style-type: none"> ● Personal Excellence - <i>Hiranga motuhake</i> ● Respect and Tolerance – <i>Te manaakitanga me te manawanui</i> ● Inquiry and Innovation – <i>Te patapatai me te tangongitanga</i> ● Diversity – <i>Rerekētanga</i> ● Taking Responsibility – <i>Rangatiratanga</i> 	<p>Our Purpose Because of what we value, we provide an inclusive, authentic education of personalised learning to support each student to reach their own potential. We model, explore and encourage our students to be:</p> <ul style="list-style-type: none"> ● Creative - <i>Wairua auaha</i> ● Collaborative – <i>Mahi ngātahi</i> ● Connected – <i>He Whakapiri</i> ● Confident - <i>Ngākau titikaha</i> <p>Our Principles We develop and grow our purpose by:</p> <ul style="list-style-type: none"> ● Building a strong community spirit, viewing the education of students as a collective responsibility ● Linking school, students, home and the community together, ensuring we all value lifelong learning ● Building acceptance of diversity to support each other to achieve our best ● Acknowledging that progress is not always made in a straight line ● Encouraging our students to adapt and embrace new challenges ● Recognising the character of Area Schools and the progress from Playcentre to Year 13, and beyond 	<p>Our Vision Because of what we value and how we behave our students will go into the world as resilient and adaptable learners able to contribute with care and confidence, to our rapidly changing world.</p> <p>Our Student Profile We will encourage our students to develop the key competencies to live and learn today, and in preparation for their future lives. A CAS graduate:</p> <ul style="list-style-type: none"> ● Is a curious and critical thinker: an active problem solver, able to use and create knowledge and challenge assumptions ● Relates to others: as a good communicator, socially connected, confident about their place in the world and how to contribute positively towards it ● Uses language, symbols, and texts: has multiple literacies, is numerate and articulate and able to make meaning within a wide range of technologies ● Manages self: and is resourceful and resilient; able to successfully cope with change, they set realistic positive goals, towards a balanced lifestyle ● Participates and contributes: to build and grow positive relationships; they are actively involved in supporting communities which provide a sense of belonging and global awareness



Collingwood Area School Student Profile

A CAS graduate is a curious and critical thinker:

an active problem solver, able to use and create knowledge and challenge assumptions

A CAS graduate relates to others:

as a good communicator, socially connected, confident about their place in the world and how to contribute positively towards it

A CAS graduate uses language symbols and texts:

and has multiple literacies, is numerate and articulate and able to make meaning within a wide range of technologies



A CAS graduate manages themselves:

and is resourceful and resilient; able to successfully cope with change, they set realistic positive goals towards a balanced lifestyle

A CAS graduate participates and contributes:

to build and grow positive relationships; they are actively involved in supporting communities which provide a sense of belonging and global awareness



Collingwood Area School Māori Dimensions and Cultural Diversity

‘Māori enjoying and achieving educational success, as Māori’, Ka Hikitia – Accelerating Success

Collingwood Area School will ensure that *all* Māori students, their parents and their whānau, hapū and iwi can participate in and contribute to an engaging, authentic and enjoyable educational journey that recognises and celebrates their unique identity, language and culture.

This journey will support students who identify themselves as Māori to achieve the skills, knowledge and qualifications they need to achieve success in Te Ao Māori, Aotearoa New Zealand and in the wider world.

The five principles of Ka Hikitia which we embrace at Collingwood Area School are:

1. Treaty of Waitangi:

That the rights and principles of the Treaty of Waitangi are applied in education policies and activities at Collingwood Area School and ensure that Māori enjoy and achieve educational success.

2. Māori potential approach:

The Collingwood Area School community will share high expectations for Māori students to achieve and realise their potential of making a valuable social, cultural and economic contribution to the well-being of their whānau, hapū, iwi and community.

3. Ako, a two way learning and teaching process:

Collingwood Area School will demonstrate a teaching and learning relationship where the educator is also learning from the student in a two-way process, based on the Effective Teacher Profile. We will actively seek the perspectives of Māori students, parents, hapū and iwi and ensure that policies and activities take account of identity, language and culture, and what Māori know and value.

4. Identity, language and culture count:

Collingwood Area School students' well-being is strongly influenced by a clear sense of identity and access and exposure to their own language and culture. Strong collaboration between stakeholders on ways to take account of identity, language and culture in their work is essential to Māori enjoying and achieving education success as Māori.

5. Productive Partnership – Whakawhanaungatanga:

Collingwood Area School will prioritise productive partnerships with iwi, parents, whānau, hapū and communities by acknowledging, celebrating and valuing Māori Identity, language culture and show responsiveness and accountability to students, whānau, hapū, iwi, Māori organisations and communities.

Improvement in the following two areas at CAS will make the most powerful difference to Māori students' educational success:

1. Quality provision, leadership, teaching and learning, supported by effective governance with close ties to Manawhenua ki Mohua and our local community.
2. Strong engagement and contribution from students and those who are best placed to support them – parents, families and whānau, hapū, iwi, communities and businesses.

Our Kāhui Ako ki Mohua Draft Bicultural Strategy, Linked to Culturally Responsive Practice (for work in 2019 onwards)			
Aspect/Challenge/Idea	Next Steps 2019 & 2020	Desired Outcome 2021	
Tikanga and Kawa	Confirm the tikanga, kawa and dialect, and learn more about this	Every school is clear, understands the relevant tikanga, and can apply it with confidence in their setting.	
Te Puna Reo	Seeking funding & personnel to lead Te Puna Reo at all ECE centres in Mohua.	Pre-school language nests across Mohua, with parents and kaiako actively building Te Reo confidence and use, together.	
Te Reo in New Entrant Classes	NE classes to use the same Karakia as ECE. Ensure each kura pepeha are correct. NE teachers to commit to Te Reo classes.	Students experience a high level of Te Reo in both ECE and NE settings, which will stimulate the development in Primary settings.	
Te Reo Māori in each Kura	Locate and mobilise skilled speakers of Te Reo and share this resource equally across the CoL. Sustained support and guidance received from Manawhenua ki Mohua, towards progress.	Every school in Mohua to have access to a skilled teacher of Te Reo. Kaiako and ākonga to experience and access high quality teaching and learning of Te Reo	
Opportunities for Māori students and whānau to lead and learn Māori	To bring Māori and non - Māori students to the Marae to hear the stories of Manawhenua Ki Mohua and understand their unique identity.	Māori students and whānau attend regular noho at Onetahua. They support the marae and celebrate stories of the elders & our rohe.	



Collingwood Area School Strategic Section of Annual Plan 2018 to 2020

Collingwood Area School is committed to working collaboratively to meet the challenges identified by Manawhenua ki Mohua and our Kāhui Ako ki Mohua – the Golden Bay COL	Strategic Aims	Annual Objective 2018	Annual Objective 2019	Annual Objective 2020
	Achievement	1.1 Accelerate the progress & achievement of students who are achieving below NZC expected levels, in Year 1–8 Literacy	1.1 Accelerate the progress & achievement of students who are achieving below NZC expected levels, in Year 1–8 Literacy	1.1 Accelerate the progress & achievement of students who are achieving below NZC expected levels, in Year 1–8 Literacy
	1. Ensure at least 85% of all students leave school with a minimum of NCEA Level 2 or equivalent	1.2 Accelerate the progress & achievement of Year 9 & 10 students who are unlikely to be working at Level 5 of the curriculum, by the end of year 10	1.2 Accelerate the progress & achievement of Year 9 & 10 students who are unlikely to be working at Level 5 of the curriculum, by the end of year 10	1.2 Accelerate the progress & achievement of Year 9 & 10 students who are unlikely to be working at Level 5 of the curriculum, by the end of year 10
		1.3 Students at risk of not achieving NCEA Level 2 or equivalent will achieve this qualification by the time they leave school	1.3 Students at risk of not achieving NCEA Level 2 or equivalent will achieve this qualification by the time they leave school	1.3 Students at risk of not achieving NCEA Level 2 or equivalent will achieve this qualification by the time they leave school
	Pedagogy	2.1 Consolidate & integrate the use of a termly tracking system to monitor & evaluate progress & achievement of target students	2.1 Embed the use of a termly tracking system to monitor & evaluate progress & achievement of target students	2.1 Sustain the use of a termly tracking system to monitor & evaluate progress & achievement of target students
		2.2 Consolidate & integrate reliable teacher judgements to inform teachers' planning & reporting to the BoT	2.2 Embed reliable teacher judgements to inform teachers' planning & reporting to the BoT	2.2 Sustain reliable teacher judgements to inform teachers' planning & reporting to the BoT
		2.3 Consolidate & integrate Achievement for Learning strategies	2.3 Embed the use of Achievement for Learning strategies	2.3 Sustain the use of Achievement for Learning strategies
		2.4 Develop a digital technology strategy which supports teaching & learning	2.4 Consolidate & integrate a digital technology strategy which supports teaching & learning	2.4 Embed a digital technology strategy which supports teaching & learning
		2.5 Consolidate & integrate school wide inquiry into basic facts, problem solving, place value & number sense in Maths to inform teaching & learning	2.5 Embed skills & pedagogy for sustainable teaching in basic facts, problem solving, place value & number sense in Maths to inform teaching & learning	2.5 Sustain teaching in basic facts, problem solving, place value & number sense in Maths to inform teaching & learning
		2.6 Review & improve current tracking & monitoring strategies to increase our NCEA subject endorsements for students.	2.6 Consolidate & integrate current tracking & monitoring strategies to increase our NCEA subject endorsements for students.	2.6 Embed tracking & monitoring strategies to increase our NCEA subject endorsements for students.
		2.7 Following on from our year-long inquiry in 2017, develop a localised NE to Year 13/14 curriculum, connecting the learning opportunities that CAS provides.	2.7 Consolidate & integrate our localised NE to Year 13/14 curriculum, connecting the learning opportunities that CAS provides.	2.7 Embed our localised NE to Year 13/14 curriculum, connecting the learning opportunities that CAS provides.
	Culture and Partnerships	3.1 Continue to review how we reflect our ethos & cultural responsiveness, to grow a positive & inclusive culture that fosters wellbeing & enables all children to make progress & achieve at CAS.	3.1 Consolidate & integrate the way we reflect our ethos & cultural responsiveness, to embed a positive & inclusive culture that fosters wellbeing & enables all children to make progress & achieve at CAS.	3.1 Embed our ethos & cultural responsiveness at CAS to maintain a positive & inclusive culture that fosters wellbeing & enables all children to make progress & achieve at CAS.
		3.2 Model & promote our school beliefs, values, purpose, principles & vision at all levels	3.2 Consolidate & integrate our school beliefs, values, purpose, principles & vision at all levels	3.2 Embed our school beliefs, values, purpose, principles & vision at all levels
		3.3 Support CAS towards excellence by developing the capabilities of the BoT to enact its roles & responsibilities	3.3 Support CAS towards excellence by consolidating & integrating the capabilities of the BoT to enact its roles & responsibilities	3.3 Support CAS towards excellence by embedding the capabilities of the BoT to enact its roles & responsibilities
		3.4 Undertake a yearlong inquiry in collaboration with all Early Childhood & Junior settings in Mohua to review & develop our Transitions to School methodology & practice.	3.4 Consolidate our Transitions to School methodology & practice.	3.4 Embed our Transitions to School methodology & practice.

Collingwood Area School Annual Plan 2018 - 2020



Collingwood Area School is committed to working collaboratively to meet the challenges identified by Manawhenua ki Mohua and our Kāhui Ako ki Mohua – the Golden Bay COL	Strategic Aims	Annual Objective 2020	Action	Responsibility
	Achievement 1. Ensure at least 85% of all students leave school with a minimum of NCEA Level 2 or equivalent	1.1 Accelerate the progress & achievement of students who are achieving below National Standard or NZC equivalent, in Year 1–8 Literacy	1. Assessment procedures to be reviewed in Term 1 with explicit guidelines to be written to ensure accurate and valid baseline data is recorded. Progress reports throughout the year 2. Priority students are identified early in Term 1 with explicit strategies to accelerate learning identified. Syndicate meetings focus on monitoring Priority students and intervention strategies	1. Principal and SLT 2. SENCO and all Teachers
		1.2 Accelerate the progress & achievement of Year 9 & 10 students who are unlikely to be working at Level 5 of the curriculum, by the end of year 10		
		1.3 Students at risk of not achieving NCEA Level 2 or equivalent will achieve this qualification by the time they leave school		
	Pedagogy 2. Teachers know and use teaching practices that are effective in engaging all students in learning and enabling priority learners to progress and achieve	2.1 Sustain the use of a termly tracking system to monitor & evaluate progress & achievement of target students	(see 1. & 2. above)	(see 1. & 2. above)
		2.2 Sustain reliable teacher judgements to inform teachers' planning & reporting to the BoT		
		2.3 Sustain the use of Assessment for Learning strategies	(see 1. & 2. above)	(see 1. & 2. above)
		2.4 Create a digital technology strategy which supports teaching & learning	1. Intensive PLD with all Teachers Term 1 to gain an understanding of intentions of DT 2. Write Schoolwide overview of appropriate strategies and contexts for DT 3. Develop a kete of easily accessible resources to support programme 4. Provide coaching and modelling for Teachers	1. CORE Education, Principal and DT Leader 2. DT leader, CORE Education and Teachers 3. DT leader, CORE Education and Teachers 4. DT leader, CORE Education and Teachers
		2.5 Sustain teaching in basic facts, problem solving, place value & number sense in Maths to inform teaching & learning	1. Overview of strategies and resources to be presented in Term 1	1. Maths Leader (Junior)
		2.6 Embed tracking & monitoring strategies to increase our NCEA subject endorsements for students.	1. Google DOC used to monitor and track students and their achievements. 2. Senior School Leader to share the DOC at regular SLT Meetings to report progress 2. Termly meetings with students to track progress	1. Senior School Teachers 2. Senior School Leader 3. Senior School Leader and Principal

		2.7 Embed our localised NE to Year 13/14 curriculum, connecting the learning opportunities that CAS provides.	<ol style="list-style-type: none"> 1. Develop an overview of localised learning opportunities and contexts across all levels 2. Develop key resources and to support contexts 3. Develop CAS Inquiry Learning model 	<ol style="list-style-type: none"> 1. Integrated Learning Leader and Principal 2. All Teachers 3. Integrated Learning Leader and Principal
		2.8 (NEW 2020) Review current approaches to Reading in Years 3 - 8. Upskill Teachers to ensure a balanced shared, guided and independent reading programme is implemented	<ol style="list-style-type: none"> 1. Teachers attend Sheena Cameron Workshop Term 1 2. Teachers collaborate to plan Term 1 last 5 weeks reading programme that incorporates guided, independent and shared strategies 3. Principal and Deputy complete walkthrough observations and report back collectively and individually 4. Term 2 Reading programme is integrated 	<ol style="list-style-type: none"> 1. Year 3 - 8 Teachers 2. Year 3 - 8 Teachers 3. Principal and Deputy Principal 4. Year 3 - 8 Teachers
		2.9 (NEW 2020) To accelerate the learning of targeted students in Literacy	<ol style="list-style-type: none"> 1. Teachers participate in Accelerated Learning in Literacy contract 2. External mentors guide teachers' inquiry and interventions 	1.TBC
		2.10 (NEW 2020) Increase participation of quality of engagement in School and Inter School Sporting Events	<ol style="list-style-type: none"> 1. School Calendar of Sporting events written 2. Liaison with Tasman Secondary School Sports Coordinator to investigate new opportunities 3. Initiate School "Tryathlon" 	Sport Leaders and Principal
		2.11 (NEW 2020) Develop Physical Education programme that aims to engage all students and their skill development	<ol style="list-style-type: none"> 1. Schoolwide overview of PE is written 2. Resources produced to support skills teaching 3. Support provided to upskill individual teachers 	PE Leaders and Principal
	Culture and Partnerships 3. To embed a responsive & inclusive culture that fosters wellbeing & enables all children to make positive progress & achieve at CAS	3.1 Embed our ethos & cultural responsiveness at CAS to maintain a positive & inclusive culture that fosters wellbeing & enables all children to make progress & achieve at CAS.	<ol style="list-style-type: none"> 1. Develop school kaupapa: <ul style="list-style-type: none"> • Meetings and Assemblies • Kai time • Visitors • Visits to other Kura • Upholding the mana of Mana Whenua ki Mohua 2. Develop te reo and te o Maori understanding in Years 1 - 13 	<ol style="list-style-type: none"> 1. Teacher of Maori, Mana whenua and all Staff 2. Teacher of Maori and Class Teachers
		3.2 Begin to review our school beliefs, values, purpose, principles & vision at all levels	<ol style="list-style-type: none"> 1. Establish our educative purpose 2. Establish our kaupapa for effective teaching (pedagogy) 3. Align Building plans with established beliefs presented in the Education Brief 4. Collaborate with mana whenua regards relevant whakapapa for Collingwood 	All Teachers, BOT, Manawhenua ki mohua
	Property (new)	<ol style="list-style-type: none"> 1. School Rebuild 2. Develop safe, attractive outdoor spaces 	<ol style="list-style-type: none"> 1. Complete Master Design for re Build and appoint Project Manager 2. Complete Landscape Plan and replant boundary trees 	<ol style="list-style-type: none"> 1. Ministry of Education and BOT 2. Senior Horticulture class and Teacher