



Collingwood Area School

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

School Charter Strategic and Annual Plan for 2022 VERSION 22 March



Principals' endorsement:	
Board of Trustees' endorsement:	
Submission date to Ministry of Education:	



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**

Collingwood Area School Context

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 Kāhui Ako, 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.

Introductory Section - Strategic Intentions (under review)

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:

- Personal Excellence - *Hiranga motuhake*
- Respect and Tolerance – *Te manaakitanga me te manawanui*
- Inquiry and Innovation – *Te patapatai me te tangongitanga*
- Diversity – *Rerekētanga*
- Taking Responsibility – *Rangatiratanga*

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:

- Creative - Wairua auaha
- Collaborative – Mahi ngātahi
- Connected – He Whakapiri
- Confident - Ngākau titikaha

Our Principles

We develop and grow our purpose by:

- 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

Our Vision

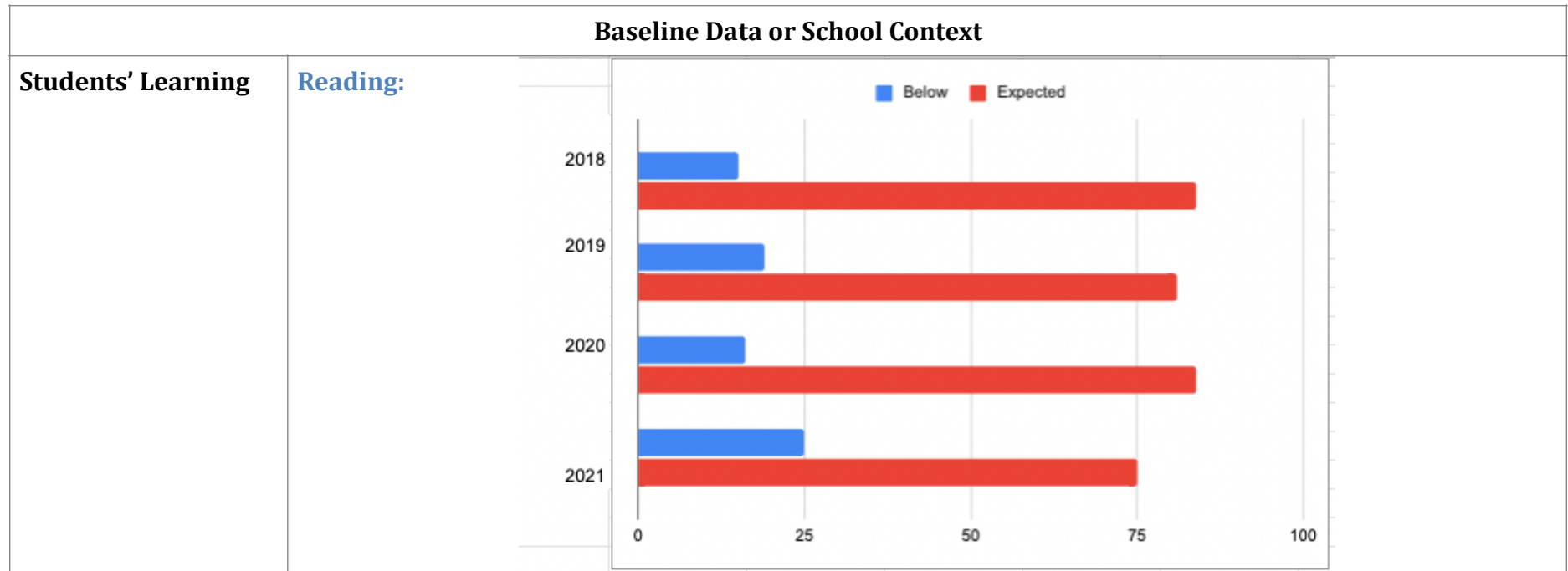
Because of what we value and how we behave our students will go into the world as resilient and adaptable learners able to contribute with care and confidence, to our rapidly changing world.

Our Student Profile

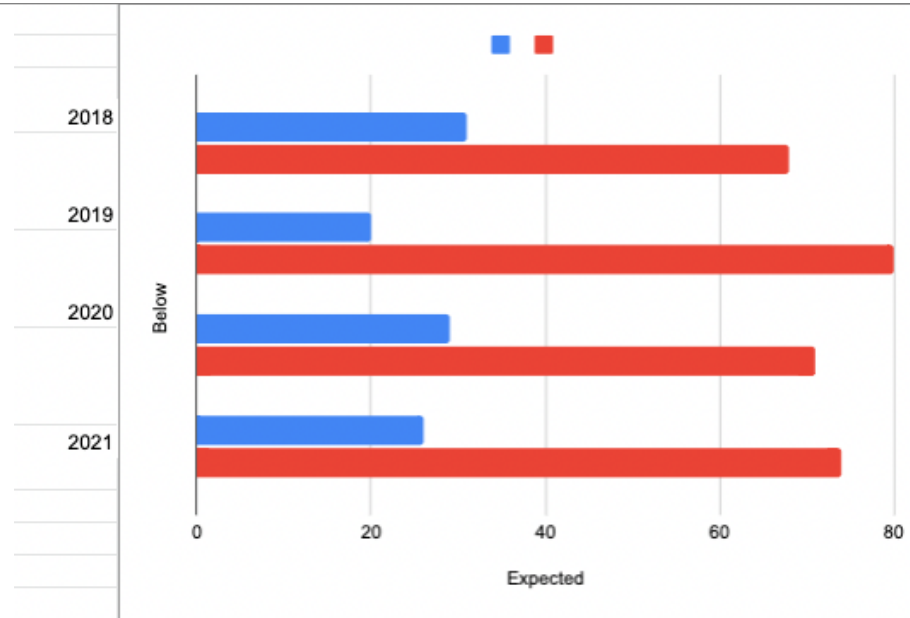
We will encourage our students to develop the key competencies to live and learn today, and in preparation for their future lives.

A CAS graduate:

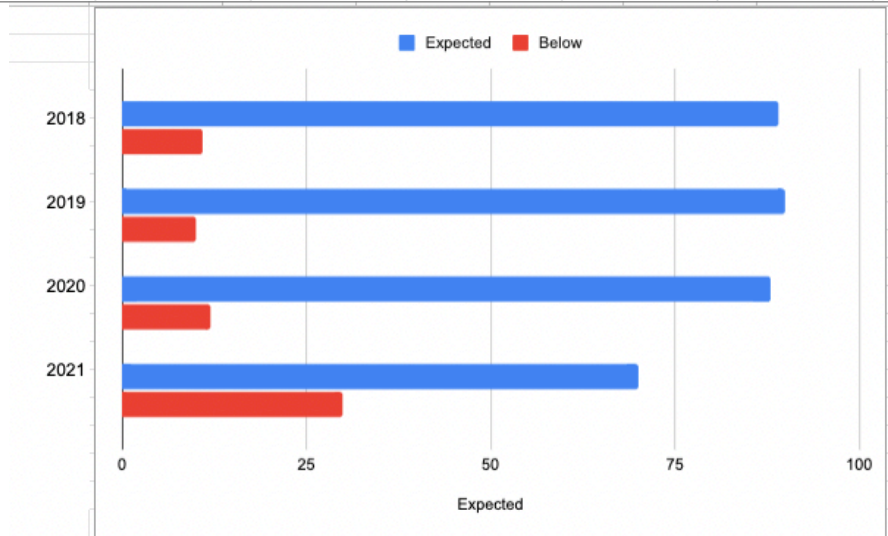
- **Is a curious and critical thinker:** an active problem solver, able to use and create knowledge and challenge assumptions
- **Relates to others:** as a good communicator, socially connected, confident about their place in the world and how to contribute positively towards it
- **Uses language, symbols, 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



Writing



Maths



Student Engagement	<ol style="list-style-type: none"> 1. Attendance: Term 1 Average: 91.5% Term 2 : 88.1% Term 4 89% 2. No Stand downs or exclusions in 2021
School Organisation and Structures	<ol style="list-style-type: none"> 1. An annual Emergency Management Plan is written and presented 2. The school operates as segregated Primary and Secondary Schools in terms of personell and curriculum with increasing cross over and collaboration 3. Schoolwide A4L Guideline (Assessment for Learning) will be refined and embedded in 2022
Review of Charter and Consultation	<ol style="list-style-type: none"> 1. Within school Charter Review December 2021 2. School Values and Vision will be reworked in 2022 with extensive comunity consultation 3. 2022 Charter and Annual Plan is a transition document

Students' Learning	<ol style="list-style-type: none"> 1. Ensure at least 95 of all students leave school with NCEA Level 2 2. 80% of students Year 1 - 10 are working at or above expected level in Writing 3. 80% of students Year 1 - 10 are working at or above expected level in Reading 4. 80% of students Year 1 - 10 are working at or above expected level in Maths 5. To initiate integrated and local curriculum learning units throughout the school 6. Review Course Options Booklet Year 11 - 13 7. Develop Year 9 - 13 Learning Pathway profile 	<ol style="list-style-type: none"> 1.1 Identification and strategies to manage Priority Students 1.2 Early engagement with whānau to ensure effective communication 2. All Teachers are engaged in Literacy Intervention delivered by the University of Waikato 3. Syndicate meetings focus on effective strategies 4. Schoolwide Literacy expectations are developed 5. 6. Teacher undergoes review of course options. Research into best practice options for Area Schools . Makes recommendations 7. Document is established (Year 9 - 13) that profiles individual students
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Student Engagement	<p>1. Strengthen whanaungatanga through Year Deans and House Leaders</p> <p>2. Clear pathways for student well being</p>	<p>1.1 Regular Year group meetings provide conduit for students seeking guidance around NCEA induction and clarification; collaboration and peer support; 1:1 mentoring; student advocacy.</p> <p>1.2 Regular House meetings provide whanaungatanga; tuakana teina; uplifting House mana</p> <p>2.1 Students have an explicit understanding of who to turn to for pastoral care</p> <p>2.2 All Teachers take responsibility for student well being</p> <p>2.3 All Staff are inducted in the Safeguarding</p>
School Culture and Organisation and Structures	<p>1. School vision and Strategic Planning 2021 - 2023</p>	<p>1.1 A new school vision and values reflects the aspirations of mana whenua ki mohua, CAS whanāu, tamariki and staff.</p> <p>1.2 A new Strategic Plan reflects the aspirations of mana whenua ki mohua, CAS whanāu, tamariki and staff. The plan follows best practice guidelines in terms of revised Ministry of Education Planning and Reporting framework</p>

Property	<ol style="list-style-type: none"> 1. New School construction 2. Swimming Pool remediation 3. A multi purpose shed is established to house Caretaker, school vehicles and overflow of Gymnastic equipment 4. Cycling Track 	<ol style="list-style-type: none"> 1. Construction of new school is progressed to near completion. 2. Pool is painted included changing sheds. Aluminium rail is replaced 3. Shed is completed and functional 4. A multipurpose cycle track provides opportunities for riders to develop and learn new skills
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