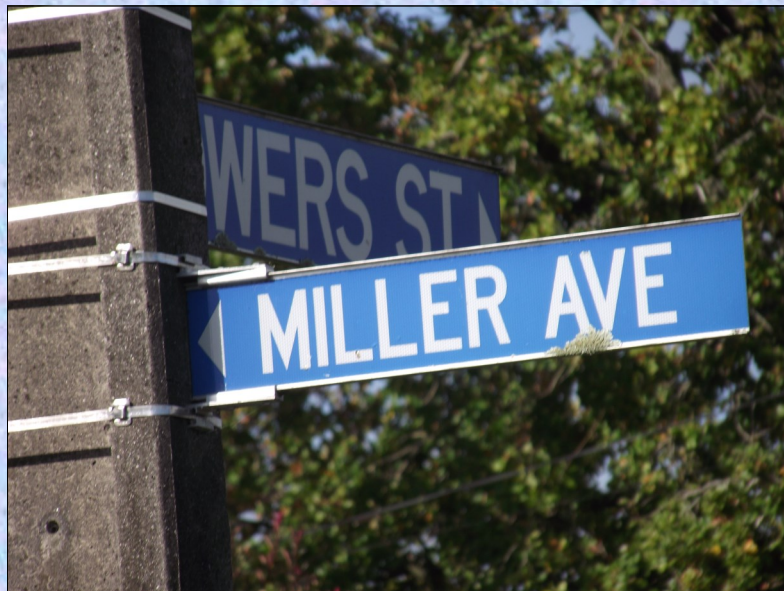




'Simply the Best'
Tino Ataahua

Miller Avenue School Charter 2016



"Our Roadway to Success"

This charter was ratified by the Miller Avenue School Board of Trustees

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Description of School and School Community.

Miller Avenue is a Year 0 – 8 school situated in park like grounds in the middle of the rural town of Paeroa. Paeroa is a well established town with a strong historical context and supportive community. It features a traditionally strong Maori community with several Marae that host regional and national events, as well as those for local iwi.

The school was opened on the 3rd February 1958 with a staff of five teachers and a commencing roll of 184. Since then it has continued to reflect the growth of Paeroa itself with the roll fluctuating over the years and of late being on an increase.

It is well resourced with many facilities being added, over the years including a large hall, technology rooms, swimming pool, spacious library, extensive playgrounds and modern computer suite.

The school provides a stimulating learning environment which caters for all learners' needs. Teachers, students and the Board of Trustees hold high expectations for student achievement and there has been a steady rise in achievement across the whole school because of this. There is a pleasant mix of traditional and modern in the school extra curricular activities, classroom teaching, values and skills. Students are encouraged to participate in their community and join some of the many community groups.

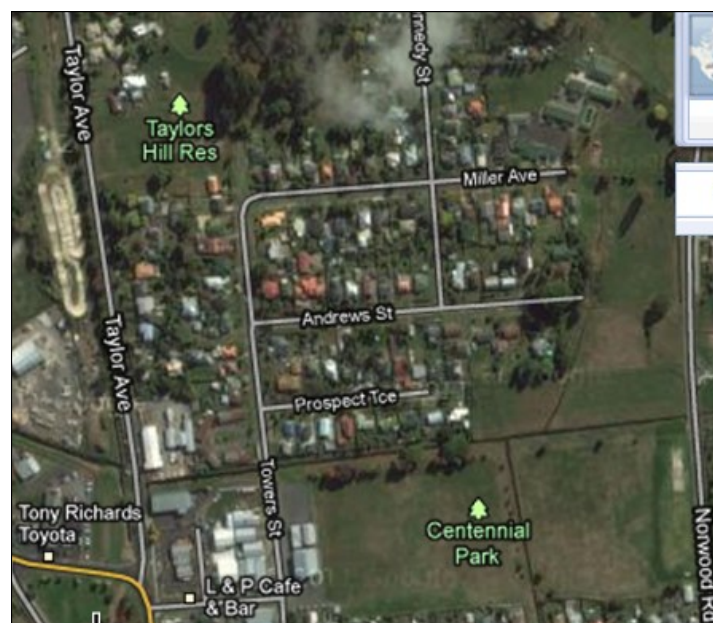
Students attending the school come from a range of backgrounds with an equal mix of Maori and European students. There are very small numbers from other ethnic backgrounds and fee paying students at times.

The school is inclusive of difference. Extensive resources are allocated to students with learning and behaviour needs. Gifted and talented students are also catered for. It is a Health Promoting School, an Energize school and has achieved well in the areas of sports, fitness and the percentage of students involved in out of school organizations. These activities are enhanced by a team of highly motivated teachers, support staff and community volunteers.

On site we have a number of services which cater for a cluster of schools. These are: RTLb, RTLit, and Social Worker in Schools. After school a "Homework Club" for students operates four nights a week. Adult learning is also encouraged with many organisations using the school's hall and other facilities. The school campus is therefore a busy, stimulating, learning community.

The school has a full sport and Education Outside the Classroom programme with opportunities for students who excel, as well as those who want to participate. A specialist music teacher is employed, the school choir is active and the Arts feature at assemblies and community events.

The school provides a stimulating, safe learning environment for students. The contribution of parents and community is always appreciated. An enthusiastic and hardworking Board of Trustees is supported by parent groups who fund and support school events and generally engage with the school, informing school policy and practice.



Our Mission

“Simply the best” Tino Ataahua

Through education, to empower students, as they strive for ever higher levels of success and happiness.

Our Core Values

Respect Responsibility Aroha Honesty Self-discipline
For ourselves, each other, our community and our environment.

These values are the measure of all that we do, think and say. They pervade all that is the life of the school and are part of who we are.

Our Vision

“Creating brighter futures together.” Success, Future forward capacities, Wellbeing . Identity

Our vision is epitomised in our year 8 students. As they leave our school these young people must be able to ready to step forward into a world of opportunities where change and working with the unknown are everyday experiences. To attain their goals many may move beyond Paeroa and the safety of their family and community. If our children are to be successful in these challenges they must have a broad range of skills, attitudes, beliefs, values, experiences and knowledge.



For our year 8 students to be successful and happy they will need to ;

1. Have attained the highest standards of academic achievement, in a balance of curriculum areas, but with special emphasis on the areas of literacy and numeracy. All students completing their education at our school should believe themselves successful learners of academic curriculums, equal to any other.
2. Should be able to respond appropriately to information presented literally, visually, aurally and numerically, in a variety of contexts, with understanding and control.
3. Have high levels of Information and Communication Technology knowledge and skills that will enable them to take advantage of opportunities available in the technological world to which they belong.
4. Will be creative and innovative in their thinking and use these attributes alongside critical thinking skills, risk taking, and initiative, to become self developing learners.
5. Will have positive attitudes about themselves and others, plus the social and work skills, and cultural knowledge and tolerances, that will enable them to work alongside others in the communities and cultures they are, or will be, part of.
6. Be confident and own their own identity and “place” so they are connected to their communities (iwi, hapu, whanau, family, clan, town, region) and able to participate as New Zealanders in the fullness of their culture, its language, practices and sense of “being”.
7. Will be aware of how to keep themselves healthy ; physically, mentally, emotionally and spiritually, so that

they are resilient and happy. To do this they will be able to make responsible choices about their own well being.

8. Have confidence in themselves to take control of their lives, to make decisions and live with enthusiasm, grace, power and mana.
9. Recognise their own strengths and are aware of how they can develop and use these in the future.
10. Will have high aspirations for themselves and for what they can contribute to their family, whanau and community.

Statements

Curriculum

Miller Avenue School will have its own curriculum which will be imbedded in the Mission, Vision, Values and Beliefs of our school. The subject areas will be immersed within the Key Competencies, each having equal importance. The context for learning will be Rich Topics but also recognising the need for specific teaching in subjects, especially in literacy and numeracy. (see diagram)

The curriculum will also fulfil the requirements of the NZ Curriculum, National Standards and Te Hikitia in a way which is responsive to the unique needs of our students and community. It will therefore be a growing and changing document.

The Board also supports the Hauraki Iwi in its development of a Hauraki Maori Curriculum, with the vision that this curriculum will be imbedded in the Miller Avenue Curriculum.

Equity

Equity objectives underpin all activities in this school. This school's policies and practices seek to achieve equitable outcomes for students of both sexes, and all religions, ethnic, cultural, social, family and class backgrounds whatever their abilities and disabilities.

Equal Educational Opportunity

All students will have the opportunity to participate and succeed in a range of school activities. The school will identify and respond to the individual needs of each student. The programmes in the school will aim to redress existing inequalities and address the current and future needs of students who are discriminated against or who have reduced opportunities to reach their potential. The programmes will also aim to redress institutional barriers in terms of stereotypes including gender and race while recognising that not all students are the same, they have different needs that need to be addressed in order to have equal opportunity for all.

Treaty of Waitangi

The Board of Trustees accepts the obligation to develop policies and practices which reflect New Zealand's dual cultural heritage. The Board has as an aim to ensure that all reasonable steps are taken to provide instruction in tikanga Māori (Māori culture) and te reo Māori (Māori language) for full-time students whose parents ask for it."

Community Partnership

To establish a partnership with the school's community and be responsive to its needs and aspirations by:

- Providing opportunities for parent and community involvement in the school for the benefit of children

- Ensuring the Board of Trustees is representative of the community
- Attending and supporting community initiatives as appropriate
- Providing frequent opportunities for the community to be consulted and heard using;

MASCOT and other newsletters on a weekly basis

Student / family group conferences and other formal meetings

Informal meetings and phone calls

Surveys

Hui

Staff / Community / Board consultation meetings

Website

At least one event each term that invites the community into the school

An opportunity to meet the requirements of Section 105c of the Education Act 1964, consultation on the Sex Education teaching programme.

Invitation of parents and community to all appropriate school functions

Invitation of parents and the community to Board of Trustees regular meetings and give speaking rights were appropriate.

Seek the view of students through the student council

Other opportunities as suited to the community, recognising that informal events and school activities are the most well attended.

Documentation

All documentation will take into account the schools values, vision and beliefs and imbed school culture. It will be written to enhance or facilitate learning and teaching, not in itself be a barrier.

There will be few policies and more procedures so that flexibility and response to need can be facilitated.

Each policy will state which procedures and documents will support it and any requirements that must be in the procedure such as reporting to the Board or planning. There will be guides and handbooks that give clear direction for the smooth functioning of the school.

Strategic plans will be kept succinct and to a minimum. They will tie together so that cohesive action results.

Cycles such as appraisal, professional development, school wide assessment, school events, reporting to parents etc will all support each other and focus the school on the agreed school goals.

Documentation will allow the school to operate in an orderly manner, facilitate communication, have wide input and be responsive to any change or opportunity that arises. It will allow the Board of Trustees to facilitate its role in the governance of the school. All policy, plans and handbooks will have a regular cycle of review.

Documentation is not always in a written format.

BELIEFS

The NZ Curriculum Principles are underpinned by and consistent with our school Beliefs.

Our Guiding Beliefs

They ensure the school's mission, vision and values are achieved in ways that respect the rights, dignity and individuality of all students. They ensure high standards of excellence and guide the schools decision making while also advancing the NZ Curriculum, National Achievement Guidelines. Ka Hikitia and National Standards.

High expectations

- Believes in its students and their capacity for success and scholarship.
- Scaffolds new learning so that success is achievable
- Expects students to have ownership of their own learning, goal setting and how to achieve both aspirational and achievable goals as part of the learning process.
- Expects and works towards accelerated progress especially in the early years and when students are new to the school.
- Views its most important learning resources, the teachers and support staff of the school. It invests in them and their development and places within their reach the means by which they can deliver high quality teaching and learning.
- Encourages everyone to be learners including teachers, support staff and the principal who all strive to be enriched and extended professionals with a range of pedagogical and subject knowledge to adapt to students' needs.

Treaty of Waitangi

- Shares the responsibility for each child's education with their whanau and community. In so doing takes into account the needs and aspirations of the community and obligations under the Treaty of Waitangi, when
- planning to meet students needs.
- Provides opportunities to learn Te Reo and ona tikanga by making these a thread through the curriculum, a way of being in the school, especially the value of kaitiaki
- Supports the aspirations of local iwi to have their own traditions and dialect taught, by being part of the writing of the Hauraki curriculum.
- Uses the kaiarahi of senior students for Te Reo and ona tikanga.

Cultural diversity

- Recognises that students require a range of social competencies and practices that can take them into a range of social and cultural settings with confidence.
- Recognises that all students do not have the same resources at their disposal for learning and seeks to overcome barriers to learning that are exerted from beyond the school, but in so doing does not allow these to become an excuse for failure or lowered expectations.
- Honours the values, histories and traditions of all students.

Inclusion

- Has a rich and varied assessment programme that provides formative and summative data for feedback, feed forward, decision making, goal setting and evaluation that is reliable and honest. That students and their whanau have information that acknowledges individual progress as well as achievement in relation to national norms and the community can assess the school's performance in relation to its goals.
- Appreciates that there are different ways to learn and that in appreciating difference we also provide multiple ways to achieve success that takes into account gender, ethnicity and learning styles.
- Supports students to be in school every day and engaged in the teaching and learning process.

Learning to learn

- Believes that learning should not be a mystery but a shared journey with the teacher, where it is important for the learner to know what is expected of them, what they are learning and what success will look like.
- Expects students to have ownership of their own learning. Goal setting and how to achieve both aspirational and achievable goals is part of the learning process.
- Students know that meta-cognition is important and will enable them to transfer learning across contexts.
- Has a positive mind-set and “can do” attitude towards learning that is expressed in the school culture and practices.
- Recognises and expects hard work.

Community engagement

- Is accepting of change and renewal as a way of keeping abreast of what is important, but at the same time is reflective in what to adapt, what to keep and what to do away with. Engages with the community in this journey
- Is at the heart of its community and engages with it to provide sporting, educational, social, wellbeing and career opportunities for students.
- Recognises that teachers are leaders in the school and therefore has policies and procedures that make it possible for them to fully utilise their capacity for leadership, their knowledge and their abilities in the decision making processes.
- Supports and invests in the community and the people of Paeroa and their resources, while listening to and taking into account their hopes and aspirations for their children.

Coherence

- Integrates learning across a balanced curriculum using authentic, concrete and relevant contexts where practical.
- Teaches the Key Competencies in real contexts across all curriculum areas and activities so that they are part of the learning culture of the school.
- Takes a child from where they are to fulfilment of their potential. In so doing assesses each student as they enter the school and shows progress from that point in all documentation and goal setting.
- Is part of a wider educational community in which all schools are enhanced by the decisions of others and collaboration leads to the enhancement of learning, ease of transitions and teaching opportunities across

Future focus

- Provides the resources, tools, systems and environment for learning and teaching that are safe, supportive, relevant and up to date, especially in the area of IT. There are systems and practices in place to use these to their full potential.
- Where student voice is loud, listened to by the adults and incorporated in decision making.
- Using the school's values, builds through the curriculum, responsibility for the community and environment
- Has as its goal the creation of proud young New Zealanders, citizens who have the capacity to take New Zealand into the future with confidence.

Miller Avenue School Curriculum

