

NORTHERN SOUTHLAND COLLEGE



CHARTER 2019

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, enjoy learning, feel valued and respected, and are proud of themselves and their achievements;
- staff enjoy teaching, feel valued and respected, continuously seek to improve teaching and learning;
- 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.



Adam Roberts
Chairperson Board of Trustees
March 2019

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 and values 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 practicable, 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	PLD 2019
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
Peer Support, Peer Mentoring, Peer Mediation	Pastoral Dean, DP Pastoral	Ongoing	Training of students in Term 4 and Term 1

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	2019	PLD
Provision for Te Reo in junior curriculum	Te Reo Teacher	Ongoing	PLD for Teacher
Consultation with our Maori Community	Principal, BOT and Guidance Counsellor, Whole staff	Annual Hui	Providing 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	Selected staff	Ongoing	N/A
Continue relationship with Hokonui/Aparima Runanga	Principal, Guidance Counsellor	Ongoing	N/A
Develop Kapa Haka group	SCA, JE	Attend Polyfest	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 class rooms to Modern Learning Environment standards	Principal and BOT	2020	10YPP Implementation
Google Classroom Development	Principal and SLT	Ongoing	PLD using CoL allocated hours

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	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	Annually	N/A
Fortnightly Newsletter	Office	Fortnightly	Printing costs
School Website / Facebook Updates	Principal, Office Staff, TC	Ongoing	N/A
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 – once a term	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	Term 1 2019	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
Appraisal	Principal and Curriculum HOD's	Ongoing – annual cycle	Principal's Appraisal externally sourced

**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

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
Compulsory PE programme	PE HOD	Ongoing	N/A
Optional Performing Arts Programme	Classroom Teachers	Ongoing	Timetable provision

ANNUAL GOALS FOR 2019

GOAL 1 - RAISING STUDENT ACHIEVEMENT

- NCEA**
- Improve NCEA endorsements across the senior school, encourage Scholarship entry.
 - Level 1 - Merit 35%, Excellence 25%
 - Level 2 - Merit 30%, Excellence 15%
 - Level 3 - Merit 30%, Excellence 15%
- Year 7-10**
- Review assessment, tracking and reporting.
- Attendance**
- All students individual attendance is over 90%

Background:

NSC has consistently achieved well above the national averages for Level 1-3 NCEA but we are below the national average for endorsements at certain levels. Teachers collect a lot of data, we want to ensure we are using this to monitor student achievement more thoroughly. Attendance needs to improve for certain individuals.

Action	Completed By	Responsibility	KPI
Raise the expectation of our senior students	Ongoing	Principal Nominee, HOD's, Classroom Teachers	<ul style="list-style-type: none"> ● Subject teachers assist students in goal setting ● Teaching at merit level as a baseline ● Subject teachers identify scholarship candidates
Opportunities for higher order thinking becomes part of regular teaching	Ongoing	Principal Nominee, HOD's, Classroom Teachers	<ul style="list-style-type: none"> ● Students become competent in the skills and language associated with higher order thinking
Year 13 students taking 4 or 5 subjects on the UE approved list will be given the option of having a study subject	All year	Principal, Academic Dean, DP	<ul style="list-style-type: none"> ● Students' ability to meet assessment demands are increased. ● Higher grades attained ● Improved overall well-being

Teaching of study skills and habits to senior students	Fortnightly	SCT, DP	<ul style="list-style-type: none"> • Students feel better supported • Improved achievement outcomes
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.
Review assessment, tracking and reporting in Year 7-10	July 2019	JN, HODs	<ul style="list-style-type: none"> • Assessments cater to all learners • Reporting is standardised • Data is easily accessible via KAMAR and shared within and between departments and to BOT
Raise all attendance in line with MOE "Every Day Matters". Target is all students above 90%	Nov 2019	DP, Attendance Officer and Tutor Teachers	<ul style="list-style-type: none"> • Fortnightly tracking by DP and refer to Tutor teachers • Fortnightly Tutor Group Challenge • Monthly House Challenge • Parental meetings for low attendees • MOE protocols for truancy adhered to
Resourcing	Budget for Motivational Speaker		

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.

Action	Completed By	Responsibility	KPI
BOT Policy Review Sub-Committee continue to meet termly.	Ongoing	Principal and BOT Policy Review Sub-Committee	<ul style="list-style-type: none"> • Policies are in line with legislative changes
BOT consult our community on i) Vision and Mission Statement ii) Maori achievement and engagement	Term 2 2019 Term 3 2019	Principal and BOT	<ul style="list-style-type: none"> • Community feedback is clear and acted upon • Greater community engagement
Departments – continue review systems	December 2019 but will be 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
Teachers – complete a personal inquiry	November 2019 but ongoing	Principal, SLT, HODs and Teachers	<ul style="list-style-type: none"> • Improved student outcomes • Teachers as reflective practitioners • PLD needs identified and supported • Inquiries completed with a Growth Mindset
Resourcing	<ul style="list-style-type: none"> • PLD time for Inquiry reflection and sharing 		

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	June 2019	Principal, 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. Improvement in student perceptions in comparison to 2017 and 2018 surveys
Survey staff around current levels of well-being	June 2019	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 Improvement in staff perceptions in comparison to 2017 and 2018 surveys
Fortnightly theme for well-being implemented	Weekly	Whole Staff	<ul style="list-style-type: none"> Staff and students actively involved in programme Use assemblies, social media and newsletter to take message into homes.
Resourcing	<ul style="list-style-type: none"> allocation of time in Tutor Group allocate time in Staff/PLD meetings 		

GOAL 4 – ICT

- Teaching Staff will use Google Suite as part of their delivery
- Implement revised Digital Technologies Curriculum
- BYOD Readiness
- Migrate servers to the cloud

Background:

Google is our College wide Learning Management System. We want to explore and introduce effective use of ICT as an enhancer of learning. Inline with this, we plan to implement a BYOD programme in 2020.

Action	Completed By	Responsibility	KPI
Provide Professional Learning and Development opportunities to the staff in the implementation of Google applications.	Ongoing	Principal, SCT, Key competent staff	<ul style="list-style-type: none"> ● TOD for all support and teaching staff with Using Technology Better ● Sharing and practise of using Google tools through small group PLD ● Teachers use google apps to assist delivery in at least two of their classes ● Extensive use of google calendar and email across all staff.
Unpack DTC to identify opportunities and current coverage across the College	Dec 2019	Principal, SLT, KB	<ul style="list-style-type: none"> ● Clear plan for DTC implementation ● Hardware/Software and Pedagogical needs identified
Develop policies and procedures for BYOD	Sept 2019	Principal, BOT, SLT	<ul style="list-style-type: none"> ● Parents informed about preferred BYOD options ● Students are able to bring and store devices safely ● Network infrastructure supports BYOD

Migrate physical servers to the cloud	April 2019	Principal, BOT, PC Media	<ul style="list-style-type: none"> ● Reduction in ICT support costs ● Improved speed and efficiency of ICT ● Compliant with Privacy Act in regards to online file storage. ● Simplify network accessibility for students and staff
Resourcing	<ul style="list-style-type: none"> ● Allocation of time to allow this to effectively occur ● Provide extra one on one support where necessary ● FiNSCol PLD hours ● \$9000 for Cloud Migration in Budget 		

GOAL 5 - 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 student 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
PLD for Staff	End of Term 3 2019 but ongoing in nature.	SCT, SCA, Principal, RTM	<ul style="list-style-type: none"> ● Use of Te Reo becomes common practice for staff ● Increased confidence in understanding and following Tikanga ● Personal mihi developed
Explore our local landmarks and features	November 2019	Whole Staff	<ul style="list-style-type: none"> ● Staff and students understand the significance of our local landmarks and how it forms part of our identity ● Our house identity encompasses our new findings
Create a student leadership group from all year levels and races with the intent to have more student voice.		Principal, Counsellor	<ul style="list-style-type: none"> ● Students are heard and their contributions are valued ● Needs of Tangata Whenua and migrate races better met.

			<ul style="list-style-type: none">• Clearer understanding and appreciation of the cultures that make up NSC.
Resourcing	<ul style="list-style-type: none">• Budget for RTM• PLD time allocated for staff• Class time allocated for student activities		

GOAL 6 – 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		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 		