

School Charter

A charter consists of an introductory section, a strategic section and an annual section.

*Insert School Logo*

Strategic and Annual Plan for

Xxxx School

2017 - 2020

**A charter must include a strategic section that covers the next three years** as a minimum.



Principals’ endorsement:

Board of Trustees’ endorsement:

Submission Date to Ministry of Education:

For further support and updated resources see our website [www.uacel.ac.nz](http://www.uacel.ac.nz/) © AucklandUniServices Ltd, 2018

*Xxxx School 2017 - 2020*

Introductory Section - Strategic Intentions

**Mission Statement**

**Vision Values Principles**



**Māori dimensions and Cultural Diversity**

**Special Character**

**/ Māori Medium status**

There must be a statement to address s61 (3) (a) about **cultural diversity**, the **unique position of Māori culture**, and the provision of Te Reo and Tikanga Māori within a charter unless the school is a kura under s155 or s 156 of the Education Act.

If your school has an official **special character**, it should be described here – otherwise delete box.

**Cultural Diversity**: This requirement can be met by referring to policies and practices that recognise the school’s bi- or multi-cultural community and by providing evidence of school practices that encourage students to value others’ culture.

**Unique position of Māori culture**: This requirement can be met by evidence about policies or practices to integrate Te Reo Māori and tikanga into the operation of the school.

**Provision of Te Reo Māori:** This requirement can be met by evidence about plans in place to provide this instruction if requested – or actual ability and intention to do so.

This page sets the context for all other parts of the plan – it describes the ‘state of play’ using both quantitative and qualitative

data.

**Students’**

**Learning**

**Baseline Data or School Context**

Quantitative data here - Patterns of achievement from NCEA and/or national standards or standardised assessments over recent years *may* be summarised here in a simple table.

**Student**



**Engagement**

**School Organisation and Structures**

**Review of Charter and Consultation**

Attendance data; lateness data; student voice

Health and Safety Personnel Property

Say when and how you consulted on this **and ensure you review and update this every year.**

**A charter must contain evidence of consulting the school community on the development of the strategic plan.** Many schools carry out a thorough consultation

process once every three years on the appointment of a new board, and review as a board or with selected focus groups (e.g., Māori community, parents of children with special needs) annually.

**Students’**

**Learning**

**Student**

**Engagement**

**& Transition**

**School Finance & Property**

**Health and**

**Safety**

**Strategic Goals**

**(examples)**

Improve outcomes for all students, particularly Māori, Pasifika, and children with special needs.

Accelerate progress of students performing below expectations.

Improve attendance. Review adequacy of

programmes for Years 9 and 10. Operate within annual grants.

Modernise classrooms as per 10

year plan.

Continually upgrade and beautify environment.

Regularly review and minimise risks to staff and students.

Strategic Section

**Core Strategies for Achieving Goals**

**2017 - 2020**

This **could be** separated into indicative strategies for each of the next three years

– or left at a higher level.

**A strategic section must set out what the Board wants to achieve (broad goals) in the next 3 – 5 years and how they intend to achieve it.** Of critical importance is how the Board will give effect to the NEGs which focus on gaining high

levels of achievement, equality of educational opportunity, developing the knowledge and skills to compete in a modern world, sound foundational learning, access to qualification

systems and increased success by Māori through the

**Personnel** Review and redesign people management procedures.

Strengthen staffing in xxxx area.

advancement of Māori education. This example also highlights other areas of focus such as finances and

property. This section is often supported by other



**Community**

**Engagement**

Investigate current situation and develop a plan for implementation in 2018.

documentation within the school. It is preferable to keep the actual plan concise and focused, and therefore, useful.

Annual School Improvement Plan – SUMMARY

You don’t have to have this page. It is recommended as a useful summary of your **key strategic goals and associated targets** for **student learning** this year.

**Domain**

**(examples)**

**Strategic Goal Target Short Report**

**Learning**

**Student**

**Engagement**

The annual section should have targets and actions aligned to the strategic goals. That does not mean you have to cover every strategic goal with an annual **target** (which is a **measureable goal**)

– but **you must have targets and an accompanying improvement**

**plan for student outcomes (see page 6 for recommended format).**

**Targets are also critical if you have attendance issues**. Other domains such as community engagement or finance may just require a list of actions for the year. **See page 7 for an alternative means of describing annual targets or actions for areas other than learning.**

Then you can capture your progress on these goals at the end of the year within this plan and use that

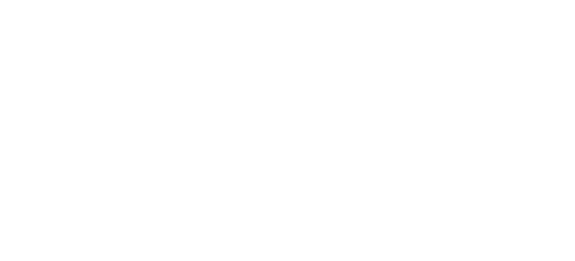
analysis to inform

**Student Transition** Review adequacy and effectiveness of Year 9 and 10 programmes and implement required changes.



N/A

your next annual plan.



**Improvement Plan - Domain: Learning**

Use one of these pages for each **major**

**‘learning-related’ goal** – you should not have more than two or three to be realistic (e.g., your academic improvement goal, a student engagement goal and a transition goal).

Target setting strategies can vary greatly. Key to it is ensuring the target has value to actual groups of learners e.g., those whose progress needs

accelerating.

**Strategic Goals:** Improve outcomes for all students, particularly Māori, Pasifika, and children with special needs.

Accelerate progress of students performing below expectations.

**Annual Goal:** Accelerate progress of students performing below expectations in .......

**Annual Target: *Where do we want to be at the end of 2017?***

***The focus is on student outcomes.***

**Baseline data: *Where are we now? Summarise data – using a grid with key data can be powerful in that the reader is then in the position to judge the value of the target. This provides justification for what you are targeting.***

**Key Improvement Strategies:**

***What do we have to learn? What will we do? When? Who is responsible for ensuring this is done?***

**When: What: (examples) *Consider goal clarity and communication; strategic resourcing; PLD; routines that need changing; assessment practices***

**Who Indicators of Progress**

***What will we see?***

Improvement strategies are usually what adults need to do to get results, while goals and targets are about students.

**Monitoring: *How are we going – check student outcomes every term? Where are the gaps? What needs to change if this is not working?***

**Resourcing: *How much money and time is needed? Who will help us?***

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**Property (summarised from property plan)**

**Other 2016 Key Improvement Strategies to Achieve Strategic Vision**

**Short Report Finance**

**Short Report**

do not require

Many strategic goals

**(Examples)**

**-**Build boundary fence

-Develop eastern edge gardens

-Paint C block

-Furniture upgrade completed in two classes each year

-Increase working capital surplus by stopping departmental spending at term

3 (unspent budgeted items go back into schools surplus).

-Increase roll (and therefore funding) by increasing community engagement and confidence (see below)

targets and complicated

improvement plans – just simple actions to achieve them. This page has examples of this.

**Personnel Short Report Community engagement Short Report**

-When any teaching vacancy occurs, give consideration to our need to increase the number of teachers with expertise in …..

-Redesign and consult on our Performance management system

-Term 1 – engage expert help

-Term 2 – consult

-Term 3 – trial

-Term 4 refine for 2017.

-Investigate parent perceptions of how we engage and communicate with parents.

-From this develop a set of actions for 2017 plan.

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**Improvement Plan for a Learning Area/Department/Faculty/Syndicate**

**School Strategic Learning Goal: School Annual Learning Target: *Where do we want to be at the end of 2017?***

**Baseline data (Dept. or Syndicate etc):**

***What data is relevant to our Dept. that will contribute to the school raising achievement?***

**Target (Dept or Syndicate etc): *What measureable outcome does this Dept. want to achieve at the end of 2014?***



**Key Improvement Strategies**

***What do we have to learn? What will we do? When? Who is responsible? Consider goal clarity and communication; strategic resourcing; PLD;***

***routines that need changing***

**When What Who Indicators of Progress**

***What will we see? When?***

It is one thing to have a plan at the school level, but if you want to get change, plans at the department or syndicate or class level may be needed – what do they have to do to help achieve the school plan? Their targets should

be aligned to the school’s target for

student outcomes.

**Monitoring: *How are we going? Where are the gaps? What needs to change?***

**Resourcing: *How much money and time is needed? Who will help us?***

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