

Renwick Primary School

Governance Manual

For the period: 2017 to 2019

Part 1: The Charter

Know your destination

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The Charter

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Introduction

Governance

The board is entrusted to work on behalf of the stakeholders. It emphasises strategic leadership rather than administrative detail and ensures that it complies with legal and policy requirements. Enhancing student achievement is its focus.

Management

The board delegates all authority and accountability for the day-to-day operational organisation of the school to the Principal. [For detail see Operational Policies]

Education Act 1989, Section 75 and 76, and Section 65

The legal responsibility of boards of trustees is determined by Section 75 of the Education Act 1989:

s.75 Boards to control management of schools –

Except to the extent that any enactment or the general law of New Zealand provides otherwise, a school's board has complete discretion to control the management of the school as it thinks fit.

s.76 Principals –

(1) A school's principal is the board's chief executive in relation to the school's control and management.

(2) Except to the extent that any enactment or the general law of New Zealand provides otherwise, the principal –

(a) Shall comply with the board's general policy directions; and

(b) Subject to paragraph (a) of this subsection, has complete discretion to manage as the principal thinks fit the school's day to day administration.

s.65 A board may from time to time, in accordance with the State Sector Act 1988, appoint, suspend, or dismiss staff.

The School and its Community

Renwick Primary School is a co-educational school of approximately 500 Yr 1-8 students established 1861. The students attending the school come from a large geographical area based around Renwick, Woodbourne and adjacent rural environs. The parents represent a wide range of occupations many associated with agriculture, viticulture and Base Woodbourne. Some of the students travel to school each day by bus.

The school provides high quality educational opportunities for its students and as a result is well supported by the communities it serves. Because of the reputation the school has developed the board is able to attract high quality staff.

The buildings are set amidst 3 hectares of landscaped grounds and playing fields, which provide a very pleasant setting. Learning occurs in modern classrooms backed up with a wide range of specialist learning areas.

Renwick Primary School has a number of sporting resources (hall, fields and courts) which are frequently used by the community. The school library is the hub of the schools information and literacy and will continue to be enhanced to meet the demands of a growing school and modern teaching practices.

The school has recently defined its natural catchment and home zone for the implementation of an enrolment scheme.

National Education Priorities

Renwick Primary School recognizes the Government's National Education Priorities to lift student outcomes:

- Pangarau/Maths
- Putaiao/Science
- Te reo matatini (panui, tuhituhi, korero), Reading and Writing
- Digital Fluency

Our work in building our evaluative capability and working with parents, families and whanau will focus on improving student outcomes in National Priority areas.

The school integrates the National Educational Goals and National Education Priorities at Governance and Operational levels by giving them full consideration when planning school developments or school/class programmes. Literacy and numeracy are currently recognized as curriculum priorities in years 1-8. Achievement results are carefully analysed each year to identify students or groups of students at risk of not achieving. Planning ensures that strategies are put in place to improve achievement outcomes in relation to the National Standards/Priorities. Career Education is integrated into our Years 1 to 6 programmes, but is more specifically addressed in our Years 7 to 8 curriculum.

Student Achievement

It is our belief that we constantly seek improvement in student achievement across the whole school. Our students, including Maori and Pasifika are performing well against national norms and the National Standards however, as a school community we believe we can always improve, lift performance and strive for excellence. Our Maori students have lifted significantly in their achievement over the past few years and whilst this is pleasing we still have aspirational goals and this has been relayed to our Maori community so that we can work together to devise plans to raise further Maori student achievement. Our boys also are being outperformed by our girls consistently. This position has been made clear to our students and community through our newsletter and annual Community Involvement Meeting. Our parent community have high expectations for their children and as a board and staff removing all barriers to teaching and learning within the school to ensure the very best possible outcomes for students is our priority.

Special Needs/Special Abilities

The Board sets aside additional funding and resources to meet the special needs/abilities of students. Through a variety of programme approaches and utilizing support agencies and resources, students will be provided with every opportunity to realise their potential both within the core curriculum of Literacy and Numeracy and wider areas of the New Zealand Curriculum. No matter where students are achieving, our priority is to raise student achievement through differentiated and targeted programme strategies.

Cultural Diversity

The Board takes all reasonable steps to provide instruction in Tikanga Maori (Maori culture) and Te Reo Maori (Maori language). With our Maori student achievement strategic goal this work will intensify over the next year.

When developing policies and practices for the school every endeavour is made to reflect New Zealand Cultural diversity, the unique position of the Maori & Pasifika culture along with being inclusive of all cultures within our school and community.

Parents of the students identified as Maori & Pasifika will be consulted annually as to how the school supports their achievement. The families, using achievement data and in conjunction with the teaching staff, identified specific targets. These were:

- Maori & Pasifika students do not want to be treated any differently to non Maori students.
- to lift the literacy and numeracy achievement outcomes across the whole school and to better than national norms.

As well, the following existing measures were to be fully maintained across the whole school. They are:

- the present teaching staff continue to be encouraged and fully supported with professional development to extend their current abilities in Te Reo
- the components of Tikanga Maori and Te Reo Maori integrated into all appropriate aspects of the school curriculum – in particular our bi-annual schoolwide Marae Study.

When a parent of a full-time student requests that their child(ren) be provided with instruction in Te Reo Maori the Principal, on behalf of the Board, will take all reasonable steps and:

- refer to our Resource Teacher of Maori for advice and assistance
- discuss with the parents the ways the school currently involves Te Reo and Tikanga Maori in our life and programmes
- discuss with the parents whether the student would have access to Te Reo in the home
- seek the assistance of REAP in providing a tutor
- where appropriate support an application for dual enrolment at Correspondence School for the student/s, and provide support staff assistance.

Renwick School Achievement Statement for Maori & Pacifica Students

Maori & Pacifica Students at Renwick School will;

1. enjoy education success as as Maori and as proud New Zealanders with a unique cultural advantage.
2. realize their cultural distinctiveness and educational potential.
3. gain the necessary skills as learners to successfully transition into their secondary education.

Procedural Information

The planning year for the board will be from 1 January to 31 December.

The annual report is lodged with the Ministry of Education by May 31 each year