



School Name: Manurewa Central School
School ID Number: 1354
Period: 01.01.2007 – 31.12.2007

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1. INTRODUCTION

TYPE OF SCHOOL

Manurewa Central School is a co-educational state contributing school.

GENERAL DESCRIPTION OF THE SCHOOL

Manurewa Central School is a medium to large urban contributing school comprising twenty one single cell classrooms, an administration block, a library and technology room adjoining an auditorium, two speech and language clinics, a dental clinic, a swimming pool with changing rooms, a literacy centre and several free standing storage areas. The majority of buildings do not have ready access for physically disabled.

The school has two speech and language clinics and a literacy centre. The two resource teachers of literacy are employed by the Board of Trustees but are used to support literacy across all Manurewa schools. The personnel working out of the two speech/language clinics are not employed by this school but rather by Group Special Education.

The school philosophy is embraced in the principal educational aim, **"All children will learn."** Implicit in this, is the development of a positive school tone where children and staff feel happy and secure in the learning/teaching environment. The positive playground tone is currently a feature of this school.

Manurewa Central is located in the centre of Manurewa in very close proximity to all local resources. Consequently excellent use is made of these resources in school and classroom programmes.

Parent and community participation is actively encouraged through regular school and classroom programmes and extra-curricular activities.

The school is fortunate to have a dedicated and sincere teaching and ancillary staff who are attempting to present a balanced curriculum in order to develop the academic, social, physical and emotional well-being of the children.

Constraints on programme delivery in this school, as with all schools, stem from two main factors:

- (i) high pupil teacher ratios
- (ii) lack of adequate funding to meet individual needs.

Current capacity roll of the school is 575.

DESCRIPTION OF SCHOOL'S COMMUNITY

In 2006 the ethnic make up of the school was 38% European, 23.5% Maori, 16% Pasifika and 19.5% Asian. This ethnic mix is considered a desirable attribute of the school community.

The school has had a closed roll since 1990. However, given the nature of the school's home zone in relation to other schools the majority of the school population resides outside of the zone.

Most families fit into the average to below average strata of socio-economic levels. A review of the school's decile rating in 2006 resulted in a decile allocation of 4 (on a ten point scale). The school is fortunate to enjoy a supportive home and community liaison. Relationships with the local community are actively fostered and hence the school staff and pupils make effective use of all local facilities.

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THE EDUCATIONAL PURPOSE AND GENERAL GOALS OF THE SCHOOL

MISSION STATEMENT

At Manurewa Central School every child will learn.

Therefore; the academic, social and physical growth and development of each child towards its full potential will be of prime importance to the school.

Progress towards achieving the goals of this charter must be viewed in the light of resources available to the school.

GENERAL GOALS AND OBJECTIVES OF THE SCHOOL

1. Provide an environment where each person may feel accepted, secure and successful.
2. Provide a balanced curriculum which meets the needs of its pupils while stressing the importance of competent skills in all areas of the curriculum.
3. Give all individuals a degree of responsibility for their own learning.
4. Build up self respect, respect for others and pride in self, school and community.
5. Actively promote community and parent participation as a means of enhancing learning and enrichment.
6. Promote the on-going professional development of teaching and support staff.

GUIDING PRINCIPLES

The Board of Trustees will ensure that all students in Manurewa Central School are given an education which enhances their learning, builds on their needs and respects their dignity. This education will challenge them to achieve personal standards of excellence and to reach their full potential. All school activities will be designed to advance these purposes.

CURRICULUM

The Board of Trustees accepts that every child in this school will have the best possible learning opportunity.

This involves the provision of a balanced curriculum, which enables all learners to refine existing knowledge and skills, while at the same time developing capabilities to create knowledge and practise new skills.

Basic skills will be learnt. Physical and aesthetic abilities will be enhanced. Realistic personal standards of achievement will be set. Scholarship will be valued and encouraged at every level. Every child will be aware of the dual cultural heritage of New Zealand and the multi-cultural nature of our society.

EQUITY

The Board of Trustees accepts that equity objectives underpin all activities in this school.

The Board of Trustees will ensure that the school's policies and practices seek to achieve equitable outcomes for students irrespective of their religious, ethnic, cultural, social, family and class backgrounds, and irrespective of their ability or disability.

Two aspects of equity are:

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EQUAL EDUCATIONAL OPPORTUNITY

The Board of Trustees will ensure equal opportunity for all students to participate and succeed in the full range of school activities. The Board of Trustees will adopt policies and practices that identify and cater for the individual needs of each student in the school. These will affect the school's curriculum and the way the school distributes resources.

They will include programmes that redress existing inequities and address the current and future needs of students, particularly:

- | | |
|-----------------------|--|
| > Maori | > women and girls |
| > Pacific Island | > students with disabilities |
| > other ethnic groups | > students with other special learning needs |

TREATY OF WAITANGI

The Board of Trustees accepts an obligation to develop policies and practices which reflect New Zealand's dual cultural heritage.

At the present moment a te reo specialist is not employed by the school. However, the school would make every effort to assist parents to find an appropriate student placement should instruction in te reo be required.

Current provision includes a low level involvement in te reo (as set out in school scheme); an understanding of appropriate ceremony and the opportunity to be involved in a Maori cultural group (Whanau Kotahi). This programme is delivered to all children.

2. STRATEGIC SECTION

SCHOOL AIMS

Aims are broad statements of intended outcomes. Aims highlight each of the main areas in which the school expects to demonstrate performance and achievement in relation to the government's national education guidelines.

National Administration Guidelines

NAG 1: Curriculum

- Develop and implement balanced teaching and learning programmes with opportunities for all students to experience success in all the essential learning and skill areas. Emphasis will be given to numeracy and literacy programmes with quality resources provided (including ICT) to support learning.
- Develop and implement programmes to meet the needs of students who are, or are at risk, of underachieving.

NAG 1: Student Achievement

- Identify student needs by monitoring and evaluating progress using up-to-date and varied assessment procedures with priority given to numeracy and literacy.
- On the basis of quality assessment, identify, analyse and report on the achievement trends of target groups of students across the school including achievement of Maori.

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NAG 2: School Review

- Develop and maintain an on-going cycle of self review relating to the school's strategic plan and community consultation of achievement of students and school goals.
- Promote the school's vision, values and strategic plan to the wider community.
- Consult with the school community (including Maori community) to develop/confirm school direction and goals.

NAG 3: Personnel

- Promote high levels of staff performance, providing a planned professional development programme which will equip staff to deliver curriculum to a high level.
- Establish and maintain systems that ensure the BOT fulfils its role as a "good employer".

NAG 4: Finance and Property

- Allocate funds to reflect the school's priorities. Monitor and control school expenditure, ensuring annual accounts are prepared and audited.
- Implement 10 year property plan ensuring a programme of maintenance and improvements for school buildings and facilities.
- Maintain and improve the physical environment to promote school goals and to ensure agreeable working conditions for staff.

NAG 5: Health and Safety

- To comply with legislation and provide a safe physical and emotional environment for students and staff.

NAG 6: Legislative Responsibilities

- To ensure that the school meets all its obligations under legislation.
- To develop policies and practices which acknowledge the value of the Treaty of Waitangi and reflect New Zealand's bi-cultural identity and multicultural society taking all reasonable steps to ensure that the needs and wants of the community are met.

SCHOOL OBJECTIVES

Objectives outline how the aims will be implemented through the policies, strategic plan and annual plan.

NAG 1: Curriculum

- Each year an annual curriculum delivery plan will drive school wide curriculum development and implementation with priority given to numeracy and literacy. Key curriculum areas will be selected for review as part of the annual plan.
- An ongoing review of the achievement of Maori pupils will be utilised to facilitate programme development.

NAG 1: Student Achievement

- Ongoing and accurate records of individual student progress will be maintained with particular emphasis on literacy and numeracy.
- Each year target areas and groups will be identified and criteria for assessment set. Information will be collected, analysed and achievement targets reported to BOT and community.

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NAG 2: School Review

- The Board will undertake an annual review of its plans and policies. Reports from reviews will form the basis of deciding priorities for school development and improvement.
- Effective methods for consulting and reporting to the community on achievements and school direction will be developed and actioned to ensure they are an integral part of the review process.

NAG 3: Personnel

- In consultation with staff, the Board will prepare policies to reflect its commitment to being a good employer. Policies will be reviewed regularly and revised as necessary.
- The Board will demonstrate its commitment to promoting high levels of staff performance by making appropriate budget allocation to support the professional development plan. This will be prepared annually to support school direction and goals and individual needs as part of the performance management process.

NAG 4: Finance and Property

- The Board will prepare an annual budget to fund the school's curriculum, personnel, property and administration activities. The Board will monitor and control income and expenditure throughout the year, and ensure the preparation, audit and publication of annual accounts.
- The Board will oversee the implementation of the 10 year property plan, ensuring maintenance and development of grounds and facilities are carried out as required.

NAG 5: Health and Safety

- The Board will consult regularly with the community regarding the school's health programme.
- The Board will implement policies for the provision of safety and hygiene.
- School-wide behaviour management policies and systems will foster children's emotional well being and place emphasis on the school's core values; honesty and integrity, respect for others, diligence, courtesy and consideration, commitment and responsibility.

NAG 6: Legislative Responsibilities

- The school's plan and policies will be implemented in ways that are sensitive to the cultural backgrounds and values of individual children and their families. This includes recognition of the unique position of the Maori people.

Three Year Planning Timeline

2007 See [annual section](#) below for detail of 2007 curriculum delivery plan.

2008

NAG 1: Review library use
Continue involvement in Manurewa Enhancement Initiative
Review absentee rate Years 2 to 5
Review use of exemplars in Years 1 to 6.

NAG 2: Review school scheme in mathematics
Consider community display
Annual review of school policies.

NAG 3: Review financial contribution to professional development of staff.

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NAG 4: Review school cleaning procedures

NAG 5: Review school security measures

NAG 6: Review literacy and numeracy programmes in light of Manurewa Enhancement Initiative
Review effectiveness of planning and reporting procedures
Review enrolment procedures in light of the impact of new schools.

2009

NAG 1: Review involvement in Manurewa Enhancement Initiative.
Consider a library "book fair".

NAG 2: Review financial position of school
Annual review of school policies

NAG 3: Review ICT capability amongst staff.

NAG 4: Classroom replacement programme.

NAG 5: Review role of Health and Safety committee.

NAG 6: Review role of Whanau Kotahi in school.
Consider effectiveness of integrated Maori language programmes.

3. ANNUAL SECTION

CURRICULUM DELIVERY PLAN 2007

A Curriculum and Programme

- **Information & Communications Technologies**
- especially the use of electronic smartboards (10 rooms)

- **School Library**
- review library usage
- buying plan continued

- **Education/School Leadership**
- involvement in professional organisations
- conference attendance - senior staff

- **Literacy**
- assessment and data evaluation (MEI)
- evaluate school benchmarks against MEI benchmarks
- refine testing programme

- **Numeracy**
- continue numeracy programme
- introduce a numeracy lead teacher

- **Assessment and Evaluation**
- implement new Student Management System (Student Manager)
- Australasian tests - Science, Maths, English, Computers, Spelling (Yrs 5 & 6)
- 5yr one month tests

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- 6yr tests graphed (PM levels)
- 2006 targets reported
- P.A.Ts - March
- asTTle maths
- GLOSS
- PM reading level report November

Physical Education

- Evaluation of fitness, equipment use, timetabling

Music

- Kids for Kids' concert.
- MPA Performing Arts Festival, November.
- Keyboard lessons offered

Literacy

- Reading support Yrs 1-4
- Set literacy targets
- MEI project involvement

Maori and Pasifika Achievement

- monitor student individual files of work (Years 3 to 6)
- identify Maori students in achievement data
- report specifically on Maori/Pasifika in curriculum reports.

Manurewa Enhancement Initiative

- literacy lead teacher involvement (2)
- numeracy lead teacher continued (1)
- attendance monitoring
- MAXIMUS usage expanded

Gifted and Talented Students

- identification process clarified
- policy implemented
- programmes evaluated

B Personnel

- Professional Development

- school priorities established and linked to professional development
- monitor access of all staff (priorities - Literacy, numeracy, data management, school attendance).
- continue reimbursement of costs of academic study
- report to Board of Trustees (end of year)

- Performance Agreements and Staff Appraisal

- I.C.T. targets in all performance agreements

- Principal Appraisal

- Board of Trustees to appoint outside appraiser
- linked to development of curriculum delivery plan for 2008

- E.E.O. plan completed March

- report B of T (April).

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- **School policies**
 - new policies developed and approved as required
 - Staff and Board annual review of all policies (April).
- **School organisation**
 - evaluated October as part of 2008 planning cycle
 - manage enrolment procedures
 - review curriculum committees
- **Appointments**
 - fill vacancies as required
 - consider a Beginning Teacher for 2008
 - Board to consider staff recruitment and retention measures
- **Board of Trustees**
 - Board elections conducted. Term 1
 - induction of new Board members
 - training opportunities as required/available

C Resources

Term 1

- Art equipment
- Technology equipment

Term 2

- Physical education equipment
- Classroom furniture

Term 3

Term 4

- Complete purchasing by 1 November
- 2008 priorities established.

D Property and Grounds

Maintenance

- Artificial pitch project
- Building project progressed
- 10 year Property Plan and 5 Year agreement renewed

January

- Swimming pool commissioned

March

- Fertilise grassed areas (Nitrophoska Blue 200kg/ha)
- Landscaping of grounds completed (Hill Road)

April

- Fertilise grass areas (Urea 60kg/ha)
- Property plan review

June

- Tree maintenance reviewed

July

- New 5 year agreement in place
- Fertilise grass areas (Nitrophoska Blue)

September

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October

- Spray grassed areas for Onehunga weed and flat weed.

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E Finance

- January** First instalment operating grant
- February** 2007 budget finalised and operating
- Financial procedures listed in procedures manual
- March** 2006 accounts ready for audit
- April** Second instalment operating grant
- May** Audit complete. 2006 Annual Report complete.
- July** Third instalment operating grant
- Mid year budget evaluation
- October** Fourth grant instalment
- Curriculum priorities set for 2008
- November** 2007 curriculum spending closed off.
- 2008 budget established as per budget preparation cycle.

F Major School Events

Term 1

- February - 'Meet the Teacher' series of meetings
- Electronic keyboard lessons commence
- March - Swimming sports programme
- Senior School camp
- PAT programme

- April - Term 2 ballot

Term 2

- May - Cross country programme
- School photos
- June - Reports completed
- Parent interview programme
- Terms 3 and 4 ballot

Term 3

- September - Parent surveys (2)
- General knowledge-a-thon
- Visual Arts Display

Term 4

- October - Jump Rope for Heart
- School science investigations
- 2008 staff appointments considered
- November - Senior school speech finals
- Pupil reports finalised
- Class organisation for 2008
- 2008 curriculum delivery plan developed
- Intermediate orientation days
- Performance reviews completed
- School calendars
- Cultural sharing afternoon
- December - Athletics' programme
- School Carols' Evening
- Final assemblies (3)
- Year 6 Farewell.

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G Focus Areas

- MEI project - literacy - Ann and Joanne
- Mathematics, lead teacher - Lynley
- Property Building programme - Laurie
- Artificial pitch development - Janice
- Enroll introduction - Donna

FINANCE

4. LONG TERM FINANCIAL PLAN

1. The Board of Trustees will establish and maintain a high level of capital to:
 - give security and to provide flexibility to annual budgets, asset replacements and capital improvements
 - allow for items requiring major expenditure from time to time
 - provide a source of income
2. Overall financial situation will be evaluated annually in conjunction with Multiserve which is the school's financial service provider. SCHOOLS MART data will also be used to evaluate the school's financial position on an annual basis.
3. A long term maintenance account will be established and used to provide major maintenance items that are the Board of Trustees' responsibility. Additions to this account will be decided annually as part of the annual budgeting process. Interest received through this account will be compounded.
4. A long term asset replacement account will be maintained and used to provide for asset replacements. Additions to this account will be decided annually as part of the annual budgeting process. Interest received through this account will be compounded. Annual depreciation levels will be considered when the amount of this account is assessed.
5. Capital improvements will be provided for from accumulated financial reserves.
6. Asset replacement will be evaluated annually as part of the budgeting process. Planned asset replacement will be outlined as part of the capital expenditure section of the budget.

Emergency asset replacement may be undertaken at any time with Board of Trustees' approval.

Asset replacement considerations include

- the ability of the asset to provide the service required. Assets will not be replaced until necessary even if replacement is budgeted.
 - quality assets will be purchased as far as possible.
 - ongoing maintenance and servicing will be provided to extend the life of assets.
 - replaced assets will be used in another capacity if feasible or written off.
 - assets will be depreciated year by year but replacement will be at the end of the useful life.
7. Financial success consists of maximising income and obtaining maximum benefit from expenditure. Senior management personnel will continue to work to meet these objectives.

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4.1 IMPROVEMENT TARGETS 2007

The targets below were chosen because:

- ❖ literacy and numeracy are national curriculum priorities (as outlined in NAG 1)
- ❖ improved achievement in literacy is an agreed priority by all schools involved in the Manurewa Enhancement Initiative.
- ❖ school attendance is a further district wide priority and a Manurewa Enhancement Initiative area of concern.
- ❖ school data shows that literacy and school attendance are areas of current priority to management staff.
- ❖ programmes and initiatives designed to improve target areas are outlined in team and classroom teachers' planning documents as well as listed within this document.

1. Literacy Years 1 and 2

90% of students entering Year 3 in 2007 will have a reading level of 17 or higher. These students will achieve this level with a high level of reading comprehension as assessed by the assistant principal.

2. Literacy Years 3 and 4

Students in Years 3 and 4 will average at or above stanine 5 (national average) in the October STAR test.

3. Numeracy

Data will be collected on the number of children on various numeracy stages. This material will be collected and collated for students in Years 2 to 6 in October. This will enable progress to be determined on an annual basis.

4. School Attendance

2007 absentee rates of selected children in the middle and senior school (Years 2 to 5) will be reduced from their absentee rates evident in 2006. The trigger point for selection is set at 30 or more half days' absence in one calendar year (92.5% attendance). n.b. 30 half days is the Manurewa Enhancement Initiative district wide target of 92.5% attendance.

All of the above targets will be analysed for both the general school population and for Maori students specifically.

5. PROCEDURAL INFORMATION

Planning dates are set out in the annual curriculum delivery plan. The curriculum delivery plan and associated budget will be presented to the Board of Trustees for initial consideration and approval prior to the end of the year preceding the year under consideration.

Consultation with the school's community will be ongoing through the Board of Trustees who are elected community representatives.

Formal consultation with the school's parent/caregiver community will be every second year usually by way of questionnaire.

The lodgement of annual charter update and annual report will be done by the time set down in legislation or Ministry of Education decree.