Queen Charlotte College Charter

To inspire and challenge students towards maximum achievement through personal best while respecting self, others and our environment



Queen Charlotte College Board of Trustees

2017

*Mā te whanaungatanga e ora ai te tangata mō ake tonu.*

*Positive relationships are essential to life long learning.*

Endeavour

A. Äwhina (Support, Respect, Trust, Inclusion)

K. Kaha (Strength, Leadership, Responsibility, Motivation)

E. Endeavour (Excellence, Personal Best)

T. Tolerance

O. Opportunity

N. Nurturing

U. Unity

*Do not give up*

Values

Queen Charlotte College fosters fairness, responsible leadership and mutual respect. It also values diversity while promoting high standards of behaviour and achievement

**Competencies**

Queen Charlotte College believes that to prepare students for the future, the learning must embed the key competencies - the skills required to live, learn, work, and contribute as active members of society. The key competencies embedded in the Queen Charlotte College curriculum are:

* 1. Thinking - using creative, critical and metacognitive processes to make sense of information, experiences and ideas.
  2. Using language, symbols, texts - using and making meaning of the codes in which knowledge is communicated.
  3. Managing self - self motivation and a "can do" attitude.
  4. Relating to others - interacting and collaborating effectively with a diverse range of people in a variety of contexts
  5. Participating and contributing - being actively involved in the school and community.

**Guiding Principles**

Queen Charlotte College in implementing the New Zealand curriculum is guided by the cardinal principle, that educational focus must be in the best interest of all its students guided by the following:

1. The Treaty of Waitangi principles.
2. students will demonstrate educational success as Māori
3. Modern learning practices will help prepare our students for the future.
4. Queen Charlotte College will provide a safe and effective environment that invites, supports and encourages excellence in learning.
5. Decisions and practices are premised on the belief that all students have the ability to learn.
6. Students are provided with a wide range of different learning experiences for holistic development.
7. Individualised learning, teaching and assessments are used to suit the different needs, interests and abilities of students.
8. Due consideration is given to local context and needs, students will become connected to their community.
9. Students will be supported in choosing career aspirations and encouraged to develop as life-long learners.
10. Planning and strategies are built on existing strengths and implemented at a pace that takes in to account the readiness and the characteristics of the students.
11. National standards and NCEA results will be used effectively to support and enhance student progress and achievement.
12. The relationship between Queen Charlotte College and its parents/caregivers will be fostered.
13. Queen Charlotte College will be an active member of the Marlborough Sounds Community of Learning and contribute to the action plan.

Te Ao Māori

Approximately thirty percent of Queen Charlotte students identify as Māori

Queen Charlotte College has a signed Memorandum of Understanding with our local Iwi, Te Atiawa.

Queen Charlotte College works closely with the Waikawa Marae to ensure students feel comfortable on their local Marae.

1. Year 7 spend a number of days and nights at the Marae (Noho Marae).

Science Wānanga in conjunction with Dunedin University is run for three days at the Marae.

Curriculum will reflect the importance of our Māori partnership.

Te Reo Māori is compulsory for Y7 and Y8 and is offered as a course from Y9 to Y13.

Instruction in Tikanga Māori is offered to all students.

Labelling around the school is in English and Māori.

Queen Charlotte College staff are engaged in projects to support Māori Achievement.

Queen Charlotte College employs a Māori family support counsellor to support families.

Queen Charlotte College maintains a Komiti Māori to support Māori whānau and achievement.

Queen Charlotte College works closely with Māori support services outside the school.

Data is disaggregated to see how Māori achievement compares to non-Māori achievement.

Queen Charlotte College staff are encouraged to value the Māori culture in their classes and encourage cultural perspectives in their lessons where practical.

1. Observe and reflect on Matariki, Waitangi Day, Anzac Day
2. Identify with local and regional history
3. Incorporate the tikanga and te Reo Māori into the curriculum where possible

New staff are welcomed to the school with a pōwhiri.

New students at Orientation and/or the beginning of the year are welcomed with a school pōwhiri.

The school kapa haka group are a treasured group of students who represent us with pride and support us in school pōwhiri.

Our Head Boy and Head Girl take an active part in the pōwhiri process.

Staff are taught a waiata to use for pōwhiri.

Queen Charlotte College continues to seek ways to

1. Improve Māori achievement, retention and attendance.
2. Improve the engagement of the Māori community with the school.
3. Foster relationships between whānau and school.
4. Increase number of students selecting Te Reo Māori as a course.
5. Find out the needs of our Māori students to improve their educational success.
6. Implement programmes that reflect and include our unique cultural heritage.
7. Provide professional support for staff in tikanga.
8. Consult the Māori community more effectively.

Compliance

Queen Charlotte College Board of Trustees is obliged and committed to: -

1. Fulfilling all the requirements set out in the National Education Goals
2. Administering the school according to the National Administration Guidelines
3. Delivering the curriculum to all students in a balanced programme as outlined in the National Curriculum Statements.
4. Self-reviewing practices to ensure the improvement of learning and the effective use of resources.
5. Acting as a good employer to teaching and non-teaching staff
6. Preparing a budget to monitor and control school expenditure
7. Allocating funds to meet the school's priorities so that student achievement is enhanced
8. Implementing the 5 year property plans to ensure the school's facilities provide a safe, healthy learning environment

**Strategic Goals**

**Strategic Goal 1**

Students will be successful learners of the New Zealand curriculum (as determined by results in National Standards and NCEA).

**Strategic Goal 2**

Queen Charlotte College staff will develop innovative learning experiences to equip our students for their future.

**Strategic Goal 3**

Māori students will feel comfortable within Queen Charlotte College, demonstrate educational success as Māori and feel confident within their culture.

**Strategic Goal 4**

Queen Charlotte College will foster the ideals of AKE TONU Awhina, Kaha and Endeavour (PB4L), and embed restorative practices within the school culture.

**Strategic Goal 1**

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| Students will be successful learners of the New Zealand Curriculum (as determined by results in National Standards and NCEA) | | |
| Baseline data  NCEA 2015   |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | | L1 Y11  QCC NZ | | | L2 Y12  QCC NZ | | L3 Y13  QCC NZ | | UE  QCC NZ | | | Māori | 79% | 76% | 60 % | 61% | 67% | 74% | 33% | 44% | | Europ | 82% | 90% | 97 % | 73% | 76% | 87% | 49% | 72% | | All | 81% | 86% | 86% | 89% | 72% | 75% | 47% | 63% |   National Standards 2015  Y7   |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | Writing | Wb | Below | At | Above | Reading | Wb | Below | At | Above | | Māori | 25% | 45% | 25% | 5% |  | 25% | 30% | 20% | 25% | | All | 18% | 39% | 31% | 13% |  | 11% | 24% | 35% | 29% |   Y8   |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | Writing | Wb | Below | At | Above | Reading | Wb | Below | At | Above | | Māori | 27% | 45% | 27% | 0% |  | 18% | 64% | 18% | 0% | | All | 13% | 24% | 37% | 26% |  | 9% | 24% | 37% | 30% |   Y7 Y8   |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | Maths | Wb | Below | At | Above | Maths | Wb | Below | At | Above | | Māori | 30% | 20% | 35% | 15% |  | 27% | 36% | 36% | 0% | | All | 24% | 23% | 35% | 18% |  | 13% | 22% | 30% | 35% | | | |
| **Rationale National Administration**  **Guidelines (NAGs)** | **Strategic Target** | **Outcome** |
| NAG 1  NEG 5, 6, 8, | Our target is to have at least 85% at or above National Standards in reading, writing and mathematics.  Have an 85% pass rate at Level 1, Level 2 and  60% Level 3 NCEA.  50% UE.  . | Well qualified graduates from QCC.  Students will value educational success and have the qualifications to enjoy a number of career options.  A pass rate of 85 % will be for ethnicity, and gender groupings |

**Strategic Goal 2**

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| Queen Charlotte College staff will develop innovative learning experiences to equip our students for their future. | | |
| Baseline data 2016  100 minute lessons started 2016  End of year cross curricula theme week  Regular Staff PD 2016  Some changes in classroom furniture | | |
| **Rationale National Administration Guideline (NAG)** | **Strategic Target** | **Outcome** |
| NAG 1  NEG 1, 2, 3, 7, 9, 10  QCC will encourage a variety of learning experiences to support all students learning | Queen Charlotte College staff will use data and technology to effectively support and enhance student learning.  Data will be available to form teachers for MAP meetings.  Effective use of STAR, Gateway and Trades Academy.  We will use computers and other technologies to improve student learning.  All students will have their own device to work on by 2018. | All staff will be aware of what data school collects and stores and can use this to individualize learning opportunities.  Individualized learning strategies used in classes.  GATE Register regularly updated.  Special Needs register is regularly updated.  Career pathways well explored before leaving school.  Ability for teaching programmes to be flipped classrooms and interactive through various sites. |
| Modern learning approaches will be inculcated across the learning areas in the school  Students will develop and use critical thinking, collaboration, communication and creativity to problem solve in their learning. | Encourage cross curricula topics.  Project based and challenge based learning will be evident in classes. | Students will become self-driven innovative learners. |
| NAG 1 .6 | All students will be aware of career pathways and educational needs to follow their chosen vocation.  All students will leave Queen Charlotte College with at least Level 2 NCEA | All students leaving Queen Charlotte College will either enter the workforce or continue into further education. |

**Strategic Goal 3**

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| Māori students will feel comfortable within Queen Charlotte College, demonstrate educational success as Māori and feel confident within their culture. | | |
| Baseline data 2016  65 % Māori believe it feels good to be Māori in QCC  51% Māori believe Māori students are achieving  % Māori students take part in Kapa Haka  40% of our Māori students have attendance of 90%or better. | | |
| **Rationale National**  **Administration Guideline (NAG)** | **Strategic Target** | **Outcome** |
| NAG 1.5  NEG 9, 10  Professional Development to improve the culturally responsive teaching practices of staff and to help continue to raise Māori achievement at QCC.  There is a will in the school, to meet the needs of Māori learners. The programme aims to work with staff and whānau to find the way to effect change that is culturally and contextually responsive.  Students will identify with and participate in celebrating their culture | To sustain improved Māori student presence, participation and achievement in all aspects of school life.  **Achievement**  Māori Achievement will be equal or better than Non-Māori achievement    Māori attendance will be 90% or better.  Reduce stand-down for Māori students.  Increased numbers of students especially boys will be part of the Kapa Haka. | All Māori students leaving Queen Charlotte College will be confident and qualified to allow them to successfully move into the workforce or to further their education.  Māori community engaged in setting student targets.  Māori students will be qualified to enter their chosen careers.  Māori students will celebrate their culture with pride. |

**Strategic Goal 4**

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| Queen Charlotte College will foster the ideals of AKE TONU Awhina, Kaha and Endeavour (PB4L), and embed restorative practises within the school culture. | | |
| Baseline data | | |
| **Rational and National Administration Guideline (NAG)** | **Strategic Target** | **Outcome** |
| NAGs 1, 5  NEGs 1, 2, 3  Students and staff to have a voice on a regular basis in order to promote change | To further develop PB4L practices within the school. | Whole school will own the PB4L implementation. |
| Promote PB4L as the  culture of Queen Charlotte College | Form classes to take ownership and have a visible presence in the school. | .Students and staff will display Awhina, Kaha and Endeavour in all things. |
| Restorative circles to be embedded into the Culture of Queen Charlotte College | Restorative conversations to become an expectation and natural, with staff and students taking the initiative to take ownership and not require a leader of the school to assist. | Restorative practise will be the norm in QCC. |

Annual Plan 2017

This annual section sets out the Board’s school plans for the next year to improve student achievement and progress. The aims and targets in this section have been derived from the school’s self-review processes, which examines and evaluates student attendance, retention engagement, and achievement information. The evaluation of each self-review report provides quality data to inform on judgments about the progress and achievement of priority groups of students such as: Māori students, Pasifika students, boys, girls, GATE, Special Needs and students at risk of under achieving.

The annual goals are aligned to the school’s strategic goals, and include key tasks, personnel, resourcing, and timelines linked to the students’ learning needs.

**Strategic Goal 1: Annual Plan 2017**

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| Students will be successful learners of the New Zealand Curriculum (as determined by results in National Standards and NCEA) | | | | | |
| **Annual Objective** | **Intended student Outcomes** | **Key tasks** | **Time line** | **Personnel and Resources** | **Progress indicators** |
| **Enhance and sustain rates of student academic achievement** | NCEA  85% pass rate L1  85 % pass rate L2  85% pass rate L3  Increase numbers of endorsements both subject and certificate. | Analyse midyear NZQA results for all to identify at risk students.  Establish a robust early intervention for students not achieving.  Targeted learning programmes are to reflect analysed data | MAP 2 August | SLT and Data Manager,  HoDs.  Teachers of senior subjects.  PD on improving literacy  Special Needs Dept Classroom teachers | Regular tracking of credits achieved.  Use of Trades/Gateway courses for some students.  Individualised timetables to accommodate some students. |
| **Improve Literacy**  **(National Standards)** | 85% of Y7 and Y8 will be at or above the National Standard for Reading and Writing | Use PACT to help teachers assess to National Standards.  Improve moderation of tasks and staff to share these.  Work with contributing schools through MSCoL.  Use technology and independent learning techniques to improve literacy at Y7 and 8 | Nov 2017  On going  Dec 2017 | Y7 & Y8 teachers | Entry level data gained from Primary schools.  Progress data of testing throughout year. OTJs.  End of year PACT data. |

**Strategic Goal 2: Annual Plan 2017**

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| Queen Charlotte College staff will develop innovative learning experiences to equip all our students for their future. | | | | | |
| **Annual Objective** | **Intended student Outcomes** | **Key tasks** | **Time line** | **Personnel and Resources** | **Progress indicators** |
| **Improve teaching practice** | Students better catered for in the classroom, using 100 min lessons.  Pedagogy will reflect modern learning techniques. | Use Kia Eke Panuku observation tool.  Professional Learning groups used to improve practice.  Appraisal to be aligned to targets of literacy and cultural responsive practices.  Use e-portfolio to monitor appraisal.  Evidence of teacher inquiry for appraisal | Ongoing  2017  2017 | Lead group. SW, CD, FM, DC, FA,JT  All staff  SW | Observation results tabulated.  Staff PDP evidence recorded. |
| **Develop independent learning environments** | Individualised creative learning experiences will engage students. | Continue PD around improving literacy, and MLEs  Review 100min lessons  Increasing use of students own devices in the classroom  Building plan to create breakout areas. | 2017  Y7 2017 | Chromebooks Y7 | Evidence of engaged students  85% students at or above Nat Stds reading and writing in Y7 &8 Review completed  Chrome books used in class  More student with own devices.  Building plan implemented |
| **Careers plan established** | Students will be supported in producing their career plans. | Reviewing and implementing integrated, school-wide career education for Years 7-10. | 2017 | MB | Plan is written  Staff embed plan |

**Strategic Goal 3: Annual Plan 2017**

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| Māori students will feel comfortable within Queen Charlotte College, demonstrate educational success as Māori and feel confident within their culture. | | | | | |
| **Annual Objective** | **Intended student Outcomes** | **Key tasks** | **Time line** | **Personnel and Resources** | **Progress indicators** |
| **To improve Māori attendance** | 90 % attendance for Māori students | Accurate attendance records.  Use of truancy officer and whānau support staff. | Dec 2017 | LA JB FM MBu | School attendance records tracked.  Improved follow up to absences  Improved attendance |
| **To Celebrate Māori success** | Build on idea of combined Ahuareka | Kapa Haka performance  Māori Speakers.  Cultural work on display. | Nov 2017 | Kapa Haka  Teaching staff | Successful combined evening of Kapa Haka  Student work on display |

**Strategic Goal 4: Annual Plan 2017**

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| Queen Charlotte College will foster the ideals of AKE TONU - Āwhina, Kaha and Endeavour (PB4L), and embed restorative practices within the school culture. | | | | | |
| **Annual Objective** | **Intended Outcomes** | **Key tasks** | **Timeline** | **Personnel and**  **Resources** | **Progress indicators** |
| **Students and staff to have a voice on a regular basis in order to promote change** | To further develop PB4L practices within the school. | Analyse data and survey students and staff in terms 2 and 4. | 2017 | DP (FM) to drive  Deans to lead through FT meetings and PD sessions. | Data analysed for trends Surveys completed. |
| **Promote PB4L as the  culture of Queen Charlotte College** | Form classes to take ownership and have a visible presence in the school. | Banners to be produced for each form room. Must be visible on entry. | Term 1 2017 | Deans to drive, FT’s to create with senior student council members | Banners completed. |
| **Restorative circles to be embedded into the Culture of Queen Charlotte College** | Restorative conversations to become an expectation and natural, with staff and students taking the initiative to take ownership and not require a leader of the school to assist. | Professional development around the 9 different restorative circles and when to use them.  Restorative team to be formed and visible. | 2017 | Pastoral team, DP, Deans, guidance and SENCO to all lead professional development | PD on restorative practices.  Restorative meetings tracked for efficiency. |

**Strategic Goal 4:**