

SCHOOL
CHARTER



TYPE OF SCHOOL

Riverina School is a co-educational state contributing primary school for new entrants up to Year 6, located at 30 Millen Avenue, Pakuranga, Auckland.

GENERAL DESCRIPTION OF THE SCHOOL

Riverina School opened on 1st February 1961 with a roll of 143 by that May. Throughout the years the roll has fluctuated, peaking in the 1990's at 330-350 students. The roll has now stabilised at around 160 students annually.

Riverina is set in an attractive environment which includes a hall, library, solar-heated swimming pool, spacious playing fields, a top grade turf area, adventure playground and a purpose built out of school care facility. An urban forest is planted on the school perimeter. The school is well-equipped with modern teaching/learning resources including networked computers/wireless laptops and various other technologies in all classrooms.

The school has some composite classes adjusted to provide an equitable balance of numbers across the school. School organization allows for individual or small group tuition for those students with special needs or abilities. The school programmes follow the National Curriculum guidelines. Outside agencies such as specialist education services are used when needed.

There is a Literacy Centre attached to the school, and the three Resource Teachers: Literacy provide specialist help for students referred by local schools. A mobile dental service is provided for a few weeks each year. A group of volunteers conduct a weekly Religious Education programme. A before-school and after-school care programme for children operates daily, and a holiday programme operates during each school holiday period.

GENERAL DESCRIPTION OF THE SCHOOL'S COMMUNITY

The Riverina School community encompasses those people who have an active interest and involvement in the activities, fundraising, decision-making and general life of Riverina School. It includes all the teaching and support staff, both full time and part time, temporary and voluntary, for as long as they remain actively associated with the school. It includes all current students, their parents and caregivers, and all former students and their families who wish to retain an association with the school. Families of pre-schoolers who are considering Riverina for their children's schooling are welcomed. It also includes those who live in the locale of the school and are affected by its activities.

A strong partnership is maintained between the school and its community. There is a fine community spirit, with positive family support – it is not uncommon for several generations of family members to have attended the school.

Many ethnic groups are represented in the school community, and Riverina School embraces this multiculturalism. Students are encouraged to learn about other cultures and to celebrate those cultures' traditions and practices through numerous activities and opportunities at school.

Parents have a wide variety of occupations with varying socio-economic levels. Many of the families live in neighbouring suburbs, but choose to send their children to Riverina School for its vision of 'Every Child, Every Opportunity'.

MISSION STATEMENT

Riverina School aims to encourage students to be confident, actively involved, lifelong learners who are determined to reach their potential and contribute positively to society.

VISION

Every child, every opportunity.

CORE BELIEFS AND VALUES

The School Motto "*Courage, Courtesy, Kindness*" will be a living, integral part of life at Riverina School.

EDUCATIONAL VALUES/BELIEFS	COMMUNITY VALUES
Personal best	Courage
Responsibility for own learning/actions	Courtesy
Risk-taking/problem-solving	Kindness
Different styles of learning	Honesty
Child-centred	Reliability
Love of learning	Respect for self, others and the environment
Co-operation	Acceptance
Creativity	Fairness
Technology competent	Self-esteem
Make the most of opportunities	Safety
Initiative	
Leadership	
Participation	
Perseverance	

Staff at Riverina School will model the values we want the children to have.

CULTURAL DIVERSITY AND MAORI DIMENSION

NEW ZEALAND'S CULTURAL DIVERSITY	THE UNIQUE POSITION OF THE MAORI CULTURE
<i>New Zealand's cultural diversity will be reflected at Riverina School through:</i>	<i>The unique position of the Maori culture will be reflected at Riverina School through:</i>
-ensuring acceptance of and sensitivity towards, children and their families from a wide variety of cultural and ethnic backgrounds	-development and implementation of strategic and action plans to meet the views and needs identified in consultation with the School's Maori community
-recognizing that students may need to meet more than one set of cultural expectations	
-consultation to identify community expectations	-incorporation of aspects of Tikanga and te reo Maori into the School's curriculum as appropriate
-development of policies and practices that reflect these expectations (as far as reasonable)	-provision for instruction in te reo Maori for fulltime students whose parents request it (if viable)

NATIONAL EDUCATION GUIDELINES

National Education Goals

Education is at the core of our nation's efforts to achieve economic and social progress. In recognition of the fundamental importance of education, the Government sets the following goals for the education system of New Zealand.

1. The highest standards of achievement, through programmes which enable all students to realise their full potential as individuals, and to develop the values needed to become full members of New Zealand's society.
2. Equality of educational opportunity for all New Zealanders, by identifying and removing barriers to achievement.
3. Development of the knowledge, understanding and skills needed by New Zealanders to compete successfully in the modern, ever-changing world.
4. A sound foundation in the early years for future learning and achievement through programmes which include support for parents in their vital role as their children's first teachers.
5. A broad education through a balanced curriculum covering essential learning areas. Priority should be given to the development of high levels of competence (knowledge and skills) in literacy and numeracy, science and technology and physical activity.
6. Excellence achieved through the establishment of clear learning objectives, monitoring student performance against those objectives, and programmes to meet individual need.
7. Success in their learning for those with special needs by ensuring that they are identified and receive appropriate support.
8. Access for students to a nationally and internationally recognised qualifications system to encourage a high level of participation in post-school education in New Zealand.
9. Increased participation and success by Maori through the advancement of Maori education initiatives, including education in Te Reo Maori consistent with the principles of the Treaty of Waitangi.
10. Respect for the diverse ethnic and cultural heritage of New Zealand people, with acknowledgement of the unique place of Maori, and New Zealand's role in the Pacific and as a member of the international community of nations.

National Administration Guidelines

1. Each Board of Trustees is required to foster student achievement by providing teaching and learning programmes which incorporate the National Curriculum as expressed in the New Zealand Curriculum 2007 or Te Marautanga o Aotearoa.

Each Board, through the Principal and staff, is required to:

- (a) develop and implement teaching and learning programmes:
 - i) to provide all students in years 1-10 with opportunities to achieve for success in all areas of the National Curriculum;
 - ii) giving priority to student achievement in literacy and numeracy, especially in years 1-8;
 - iii) giving priority to regular quality physical activity that develops movement skills for all students, especially in years 1-6;
- (b) through a range of assessment practices, gather information that is sufficiently comprehensive to enable the progress and achievement of students to be evaluated;
giving priority first to:
 - i) student achievement in literacy and numeracy, especially in years 1-8;

and then to:

 - ii) breadth and depth of learning related to the needs, abilities and interests of students, the nature of the school's curriculum, and the scope of The Curriculum as expressed in The New Zealand Curriculum or Te Marautanga o Aotearoa;
- (c) on the basis of good quality assessment information, identify students and groups of students:
 - i) who are not achieving;
 - ii) who are at risk of not achieving;
 - iii) who have special needs (including gifted and talented students);

and

 - iv) aspects of the curriculum which require particular attention;
- (d) develop and implement teaching and learning strategies to address the needs of students and aspects of the curriculum identified in (c) above;

- (e) in consultation with the school's Maori community, develop and make known to the school's community policies, plans and targets for improving the achievement of Maori students;
 - (f) provide appropriate career education and guidance for all students in year 7 and above, with a particular emphasis on specific career guidance for those students who have been identified by the school as being at risk of leaving school unprepared for the transition to the workplace or further education/training.
2. Each Board of Trustees, with the Principal and teaching staff, is required to:
- (a) develop a strategic plan which documents how they are giving effect to the National Education Guidelines through their policies, plans and programmes, including those for curriculum, Ngā Whanaketanga Rumaki Māori and/or National Standards¹, assessment and staff professional development;
 - (b) maintain an on-going programme of self-review in relation to the above policies, plans and programmes, including evaluation of information on student achievement; and
 - (c) report to students and their parents on the achievement of individual students, and to the school's community on the achievement of students as a whole and of groups (identified through NAG 1(c) above) including the achievement of Maori students against the plans and targets referred to in 1(e) above.
- 2.A. Where a school has students enrolled in Years 1-8, the Board of Trustees, with the principal and teaching staff, is required to, in alignment with requirements set in NAG 1, use Ngā Whanaketanga Rumaki Māori and/or National Standards to:
- (a) report to students and their parents on the students' progress and achievement in relation to Ngā Whanaketanga Rumaki Māori and/or National Standards. Reporting to parents in plain language in writing must occur at least twice a year;
 - (b) report to the Secretary for Education by 1 March school-level data on Ngā Whanaketanga Rumaki Māori and/or National Standards in the Board's annual report under four headings:
 - (i) school strengths and identified areas for improvement;
 - (ii) the basis for identifying areas for improvement; and
 - (iii) planned actions for lifting achievement.
 - (iv) how students are progressing in relation to Ngā Whanaketanga Rumaki Māori and/or National Standards.

¹ Schools that have students in years 1-8 that use the New Zealand Curriculum must use National Standards for those students and schools that have students in years 1-8 that use Te Marautanga o Aotearoa must use Ngā Whanaketanga Rumaki Māori for those students.

- (c) report to the Secretary for Education by 1 March on the numbers and proportions of students achieving Manawa Toa, Manawa Ora, Manawa Aki, Manawa Taki in relation to Ngā Whanaketanga Rumaki Māori and/or at, above, below or well below National Standards, including Māori, Pasifika, European/Pākehā, Asian, gender, and by year level.
 - (d) report the NAG 2A (b) and NAG 2A (c) Ngā Whanaketanga Rumaki Māori and/or National Standards information in the format prescribed by the Secretary for Education from time to time.
3. According to legislation on employment and personnel matters, each Board of Trustees is required in particular to:
- (a) develop and implement personnel and industrial policies, within policy and procedural frameworks set by the Government from time to time, which promote high levels of staff performance, use educational resources effectively and recognise the needs of students; and
 - (b) be a good employer as defined in the State Sector Act 1988 and comply with the conditions contained in employment contracts applying to teaching and non-teaching staff.
4. According to legislation on financial and property matters, each Board of Trustees is also required in particular to:
- (a) allocate funds to reflect the school's priorities as stated in the charter;
 - (b) monitor and control school expenditure, and ensure that annual accounts are prepared and audited as required by the Public Finance Act 1989 and the Education Act 1989; and
 - (c) comply with the negotiated conditions of any current asset management agreement, and implement a maintenance programme to ensure that the school's buildings and facilities provide a safe, healthy learning environment for students.
5. Each Board of Trustees is also required to:
- (a) provide a safe physical and emotional environment for students;
 - (b) promote healthy food and nutrition for all students;
 - (c) comply in full with any legislation currently in force or that may be developed to ensure the safety of students and employees.
6. Each Board of Trustees is also expected to comply with all general legislation concerning requirements such as attendance, the length of the school day, and the length of the school year.
7. Each Board of Trustees is required to complete an annual update of the school charter for each school it administers, and provide the Secretary for Education with a copy of the updated school charter before 1 March of the relevant year.

8. Each Board of Trustees is required to provide a statement providing an analysis of any variance between the school's performance and the relevant aims, objectives, directions, priorities, or targets set out in the school charter at the same time as the updated school charter provided to the Secretary for Education under NAG 7.

NAG 8 applies in relation to schools with students enrolled in Years 1-8 from the 2013 school year, and all schools from the 2014 school year.”

ATTACHED TEACHERS AND ATTACHED UNIT

This school has three Resource Teachers: Literacy to provide educational support for students with significant reading difficulties within the Eastern Auckland geographical area.

The Board of Trustees, through the Principal, will be accountable to the Ministry of Education for the effective, efficient and equitable operation of the positions/unit.

CODES OF CONDUCT

The Board of Trustees

The Board of Trustees agrees to adhere to the following code of conduct:

Each Board of Trustees is charged with governance of its school. Effective governance is a successful blend of professional expertise and community involvement. This co-operation should lead to effective and positive relationships between the trustees and staff and ensure that the educational well-being of students is maintained. This code of conduct shall be standard for all boards of trustees through New Zealand and apply to all members.

Trustees shall:

1. ensure that the needs of children and their learning are given full consideration when planning, developing and implementing learning and teaching programmes
2. ensure that all students are provided with an education which respects their dignity, rights and individuality, and which challenges them to achieve personal standards of excellence and to reach their full potential
3. serve their school and their community to the best of their ability and be honest, reliable and trustworthy in all matters relevant to their roles and responsibilities
4. respect the integrity of staff, the principal, parents and students
5. be loyal to the school and its charter
6. maintain the confidentiality and trust vested in them
7. ensure strict confidentiality of papers and information related to the Board's position as employer
8. act as good employers
9. ensure that individual trustees do not act independently of the Board's decisions
10. ensure that any disagreements with the Board's stance on matters relating to the employer position are to be resolved within the Board
11. exercise their powers of governance in a way that fulfils the intent of the Treaty of Waitangi by valuing and reflecting New Zealand's dual cultural heritage

The Board of Trustees accepts the following:

The Principal is the professional leader of the school and is responsible to the Board of Trustees. The responsibilities of the Principal will be stated in another document held by the school and available for public inspection.

The Principal's Code of Conduct

The Principal in carrying out his or her stated duties will:

1. ensure that the needs of children and their learning are given full consideration when planning, developing and implementing teaching programmes
2. demonstrate a commitment to the belief that each student is entitled to an education which challenges him/her to achieve personal standards of excellence and to reach full potential
3. abide by any statutory obligations
4. be loyal to the charter so that the Principal's activities will reflect the spirit and objectives of the charter
5. demonstrate a commitment to the belief that each student is of equal value and is entitled to an education which respects each students dignity, rights and individuality
6. respect the integrity of staff, members of the Board of Trustees, parents and students
7. demonstrate a commitment to the continuing personal and professional growth and development of staff
8. work co-operatively with the school staff, but have the final responsibility for making decisions within the Principal's authority
9. freely divulge all information on a student to any person with legal rights to the information who requests it
10. respect confidentiality by keeping information on students from people who have no right to it
11. not vote in Board of Trustees' decisions in relation to the Principal's employment
12. have an understanding and commitment to the elimination of sexism and racism both with respect to equal opportunities and equal employment opportunities
13. exercise responsibility in a way that fulfils the intent of the Treaty of Waitangi by valuing and reflecting New Zealand's dual cultural heritage.

CHARTER UNDERTAKING

1. This charter is an undertaking by the Board of Trustees of Riverina School to the Minister of Education.
2. The Board of Trustees will take all reasonable steps to ensure that the school meets the goals and objectives of this charter within the resources and time available to it, in accordance with Section 63 of the 1989 Education Act.
3. The Government's commitment to education is to provide funding for salaries and the operation of schools out of money appropriated by Parliament, in accordance with Section 79 of the 1989 Education Act.
4. The operation of the school and its progress in meeting its charter objectives will be reviewed regularly by the Education Review Office.
5. The charter contains:
a description of the school and its community;
legal obligations;
mission statement;
goals and objectives;
codes of conduct.
6. The partnership between this school and its community will play a vital part in achieving the goals of the charter.
7. This charter will remain in force until such time as it is amended in accordance with the provisions of the Education Act 1989, or is withdrawn by the Minister of Education.
8. The Riverina School Board of Trustees agrees to administer the school so as to ensure that the schools operations take into account all the National Education Guidelines and reflect both the content and spirit of the charter.
9. The Board of Trustees of this school accepts the obligation to adhere to all relevant Acts of Parliament, national guidelines for education, industrial awards and agreements, and regulations as they relate to the school.

Signed  _____
(Chairperson, Board of Trustees)

Date 28.02.18.

Signed _____
(Minister of Education)

Date _____