Southern Cross Campus
Te Kura Taki o Autahi

CHARTER

2016 - 2018

Inā te mahi he Rangatira
By deeds a Chief is known

PURPOSE

The purpose of this charter is to establish the mission, aims, objectives, directions and targets of the board that will give effect to the Government's national education guidelines and the board's priorities.

CHARTER UNDERTAKING

In accordance with Section 64 of the Education Act, the Southern Cross Campus Board of Trustees undertakes to take all reasonable steps to achieve the purpose, aims and objectives in this charter which has been approved by the board following consultation with the school community in terms of Section 61 and 63 of the Education Act, and to take full account of the National Education Guidelines and all statutory obligations. The board has accepted this charter as it's undertaking to the Ministry of Education. This Charter was submitted to the Ministry of Education for the Minister's approval on 28/02/2014. This Charter will be annually updated.

Signed: ……………………………………………………….………….   Date   30th October 2015

         Chairperson, Board of Trustees

Mahi tahi, kia angitu ai

Galulue Fa`atasi mo se Manuia
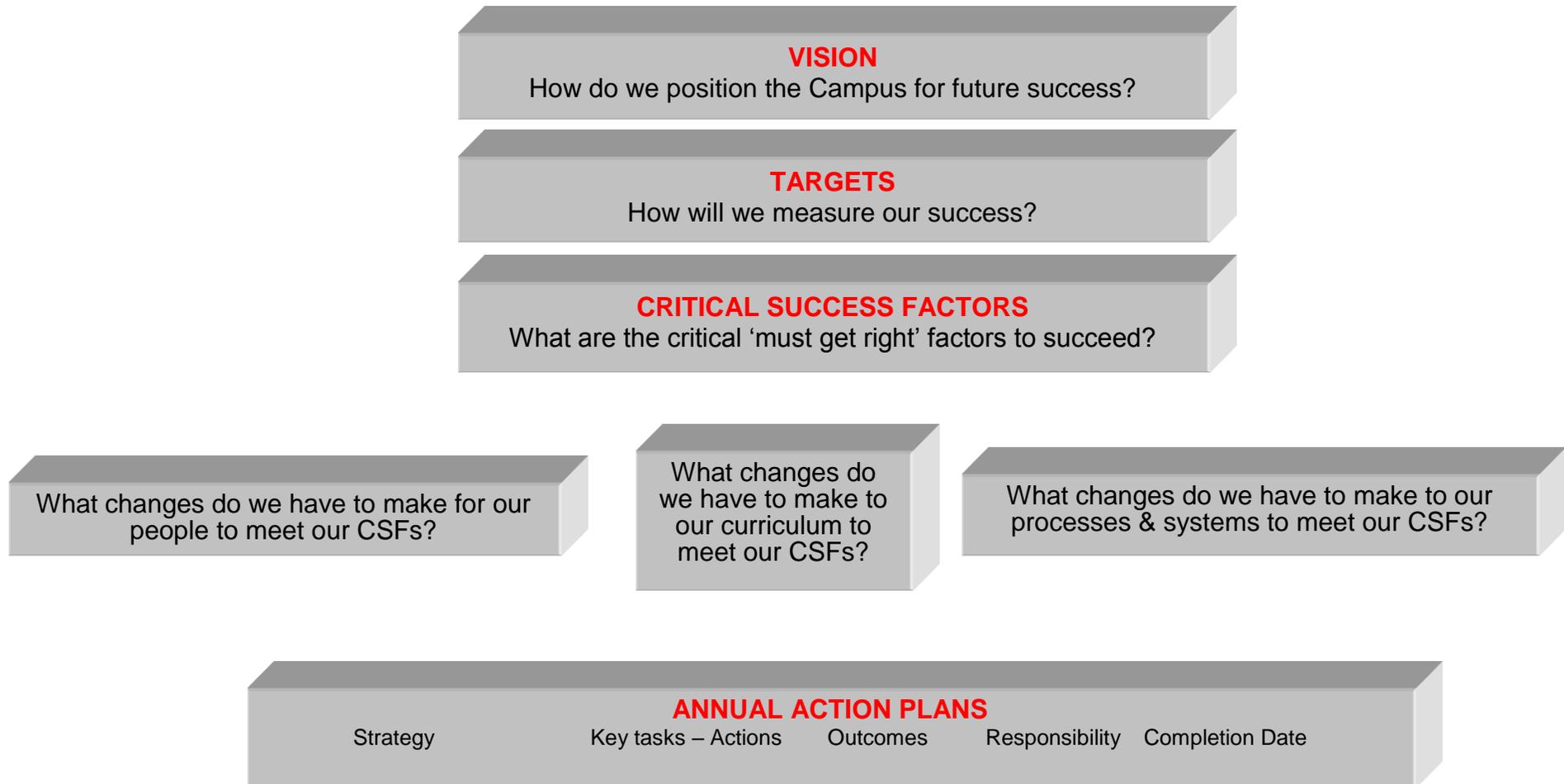
Tākanga 'etau fohe

Working Together For Success

Contents

INTRODUCTION SECTION

1. PLANNING APPROACH

The following diagram summarizes the board's planning approach working from the top down to strategically utilize all resources to maximize results for the students who attend the Southern Cross.

VISION
How do we position the Campus for future success?

TARGETS
How will we measure our success?

CRITICAL SUCCESS FACTORS
What are the critical 'must get right' factors to succeed?

What changes do we have to make for our people to meet our CSFs?

What changes do we have to make to our curriculum to meet our CSFs?

What changes do we have to make to our processes & systems to meet our CSFs?

ANNUAL ACTION PLANS

| Strategy | Key tasks – Actions | Outcomes | Responsibility | Completion Date |

2. MAIN INFLUENCES

The main influences with associated key issues on the Campus have been identified.

WHO	HOW	KEY ISSUES
The Local Community	Recognise the gains in student achievement and safety but need to see continued gains in educational outcomes to keep SCC a school of choice.	Involving key groups of the community such as the churches in a positive way will be a key factor in future successes.
Our Staff	Our staff are dedicated and skilled.	We risk losing high performing staff unless we provide vision, offer new challenges and professional development.
Our Alliances	We have strong relationships with the Southern Cross Foundation, AUT, University of Auckland, Mangere East Medical Centre and Counties Manukau Health.	We need to continue to build these alliances into our future strategic direction with positive media connections
The Government and the Ministry of Education	Support our future direction and will invest for our success in closing student achievement gaps.	The Campus is an initiative that 'breaks the mould' but needs to deliver documented ongoing improved outcomes.

3. CAMPUS VALUES

The Southern Cross Campus Way - The 4 R's

- **Respect**   We respect learning, teachers and ourselves
- **Relationships**   We include others who have different opinions
- **Responsibility**   We take responsibility for our actions
- **Resilience**   We build the ability to persevere and succeed

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4. VISION

Working Together For Success

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Tākanga 'etau fohe

Our Learner Profile (students and teachers)
Southern Cross Campus learners are:
- *Collaborative, confident*   *achievers*
- *Resilient and strive for personal excellence*
- *Proud of who we are*
- *Honest, respectful*
- *Globally connected citizens who contribute positively to community*
- *Multi-literate and digitally savvy*
- *Critical, creative and innovative thinkers, who reflect, question and take risks*
- *Building meaningful personal pathways*

These competencies are used by us to live, learn, work and contribute as active members of communities. They draw on knowledge, attitudes and values in ways that lead to action.

Thinking
- I can think for myself when solving problems
- I can think about my thinking to improve my learning
- I can ask & respond to questions.
- I can search for information and use it in my learning
- I can organise information using graphic organisers.
- I can work from what I know and use thinking tools to understand the unknown.
- I can reflect on my work and use it for my next learning steps

Participating and Contributing
- I can join in and take part
- I can work by myself and with others
- I can share ideas, have a say & ask questions of myself and others
- I can make the most of new experiences & opportunities
- I can use technology to participate as a global citizen

Managing myself
- I can demonstrate a can-do attitude
- I can set high standards in all I do
- I can set goals and make plans to reach them
- I know what I am learning.
- I know how well I am learning.
- I know what I need to learn next.
- I know how to be a successful learner

Relating to others
- I can listen actively to others with empathy & understanding
- I can communicate with clarity and precision
- I can recognise & negotiate different points of view
- I can show kindness & care
- I can show respect to other people and their culture

Languages, Symbols and Texts
- I can communicate fluently and be discerning of information from a variety of sources.
- I can articulate my thinking and justify my reasoning and understanding in a clear and concise manner.
- I can present and perform in a way that makes the meaning clear.
- I can effectively participate in group discussions.
- I can explore and make meaning from a variety of texts and illustrations.
- I can respond, ask questions and find answers to my questions.

STRATEGIC SECTION

5. BOARD of TRUSTEES AIMS and PRIORITIES

In order to achieve our vision and overarching goal of raided student achievement the Southern Cross Board of Trustees and staff have identified five critical success factors for the management of the school:

Student Success

Teaching and Learning

Leadership

Partnerships

Wellbeing

These are the five "must get right" factors needed to provide excellent schooling for the students attending the Campus. The Board recognises that it needs to continue to build its own governance capacity. This will be done by recruiting new people with suitable skills when needed and providing governance training opportunities for existing members.

Student Success

Rationale: In order for our students to be proud of who they are, to be collaborative, confident and resilient achievers, who strive for personal and academic excellence. We are committed to student success. It is our core business - learning comes first.

- Accelerating the achievement of all students and raising academic achievement with strong foundations in literacy and numeracy
- Aiming for all students in Years 1 to 8 to achieve at or above the National Standard or make significant progress towards achieving the National Standard
- Ensuring multiple and meaningful pathways for all College students to relevant qualifications
- Having access to a wide range of rich extra-curricular opportunities

Strategic Goals	Key Strategies
At least 90% attendance at all year levels	- Ensure an effective and consistently followed student attendance tracking system - On going communication with parents re attendance with emphasis at enrolment - Presentation of attendance data at all parent meetings - Mid- term check points for attendance data and follow up with parents (under target)
- Annual improvements in students achieving at or above the National Standards in Reading, Writing and Maths - Accelerate the progress of all students to achieve at the National Standard or to make significant progress towards achieving the National Standard - Ongoing annual improvements in students achieving NCEA Levels 1 to 3 and in Merits, Excellences and Endorsements - Best NCEA achievement results for co-educational, decile 1 to 3 schools in the country - Maori and Pasifika students NCEA results are better than national averages	- Decisions for Teaching and Learning are underpinned by evidence based practice - Ensure that key Ministry of Education initiatives and documents are used to inform the pedagogies being used for learners at all levels of the campus eg Pacific Education Plan, Ka Hikitia - Ensure that teachers are aware of and can implement key principles, strategies and tools to provide high quality teaching and learning for students at all levels. Examples of such strategies are ALIM, ALL and ELLs principles - Use Teaching as Inquiry in everyday practice to develop an inquiry culture across the campus - Ensure robust review processes are in place to monitor, evaluate and inform action plans - Provide personalised and holistic mentoring for all students
All Year 7 to 13 students have access to contextualised and coherent learning, career and vocational pathways	Design and implement a framework of learning pathways
Year 9 and 10 curriculum is coherent from Year 7 to year 11	- Back-map the curriculum so that learning programmes are linked to NCEA and vocational pathways. - Feedback is provided regularly to students on their progress against an understood framework
At least 80% of all College students participate in extra-curricular or leadership activities.	- Keep extending the range of relevant extra-curricular opportunities - Ensure staff and relevant organisations are in place to facilitate and maximise extra-curricular opportunities

Teaching and Learning

Rationale:
We believe that that everyone in our school community is a learner and a teacher. The principle of Ako is embedded across the school. We are committed to ensuring the best learning experiences for our learners applying quality innovative learning pedagogy. We have high expectations of all our learners. We want our teachers to be up to date and using evidence based practice. All learning needs to be personalised, relevant and meaningful. It must engage each learner and inspire self-directed learning.

Strategic Goals	Key Strategies
▪ Ensure a seamless curriculum across the Campus that leads to meaningful and personalised pathways for all students and which reflects the school's vision, values and strategic direction	▪ Identify and embed curriculum design principles and practices (pedagogical and content) across the Campus ▪ Involve all teachers in the process of curriculum design ▪ Use local context for relevance and engagement.
▪ Design and implement a Southern Cross Campus innovative learning, culturally responsive pedagogy that is owned by all teachers	▪ Across school planning and sharing occurs ▪ Teachers are given an opportunity to observe practices across the campus. ▪ Across the school leadership meetings to share high lights, concerns and good practices ▪ Provide opportunity for collaboration between leaders ▪ Ensure culturally responsive pedagogy is evident in classrooms / programmes ▪ ESOL principles embedded in practice across the school and in all learning areas ▪ Use a curriculum mapping process (from Year 13 to Year 1) to design a seamless Campus curriculum
▪ Engage students in their learning through the widespread use of up to date digital devices	▪ Connect with and effectively utilise Network For Learning (N4L) ▪ Implement an e-learning plan that allows for the effective use of ICT by students as well as teachers as a learning tool ▪ Work toward every student having their own digital device for learning when appropriate ▪ Forums are established / available for sharing/learning best practice in e learning ▪ Dedicated staff meeting time is provided each term to inform and upskill staff
▪ Engage and support teachers through quality, , evidence based professional development programmes to effectively implement the Southern Cross Campus pedagogy	▪ Attract and hire the best teachers ▪ Enhance the induction and appraisal systems for a positive impact on teacher performance and consistency of practice across the Campus ▪ Embed effective use of teaching as inquiry to enhance teacher practice and improve student success ▪ Use coaching and mentoring, inclusive of the TESSOL practices, to strengthen teaching, learning and student achievement outcomes. ▪ Collect student and whanau voice as part of the implementation / monitoring process ▪ Provide professional development opportunities that are able to be utilized to address needs

identified within appraisal discussions.

Leadership

Rationale:
Research shows that excellent schools require effective, high quality leadership. We are committed to building leadership capacity across the Campus

Strategic Goals	Key Strategies
▪ Actively build staff leadership capacity across the Campus	▪ Develop and embed the Leadership Charter – Revise and confirm across the Campus ▪ Engage in regular external review and internal 360 appraisals of Middle and Senior leaders/leadership ▪ Identify staff who could take up leadership roles and give them opportunities to grow their leadership ▪ Implement a well-focussed leadership professional development/coaching plan based on best leadership practices and relevant theory (BES Leadership) ▪ Engage in leadership inquiry for regular self-review ▪ Embed an open to learning conversations culture across middle and senior leadership
▪ Actively build student leadership capacity across the Campus	▪ Ensure there is student voice in school reviews. ▪ Build student agency into the curriculum review/design and school organisation ▪ Mentor student leaders across the school using mentoring/coaching or leadership programmes

Partnerships

Rationale:

We want all learners to engage and achieve success with their learning by creating educationally powerful connections with and between students, teachers, parents and whanau and the wider and global communities. We understand the importance of building collaborative practices that allow for student and community agency.

Strategic Goals	Key Strategies
▪ Implement and strengthen specific initiatives and programmes to enhance parents and whanau engagement in student learning ▪ Deliberately engage with whanau to co-construct the direction of the school and to inform changes and improvements to learning and the wider operation of the school	▪ Work to embed the principles, structure and organisation of the first-language hui and fono and ensure the sustainability of these partnerships ▪ Significantly extend the Home/School Partnerships Programme to help parents better meet the specific learning needs of their children ▪ Use key Ministry of Education documents to ensure the development of school community partnerships which are sustainable e.g. Tataiako, Pacific Education Plan, Ka Hikitia
	▪ Plan for and develop on-going consultation and co-construction of school/whanau partnerships.
	▪ Develop a transition plan that allows for a coherent approach to learning for both students and parents at Southern Cross Campus
▪ Make student learning and achievement results accessible electronically to all students and parents	▪ Connect with and effectively utilise Network For Learning (N4L) ▪ Update the school website to be more accessible, informative, interactive and relevant ▪ Establish an accessible and useful parent portal

Well-being

Rationale

We are committed to being a community of care - where learners access, understand and experience hauora; are ready and able to learn; feel safe and can give or ask for support. In order to create a positive and respectful learning culture, our learners must be able to communicate with and understand others from different cultures and to celebrate and value difference

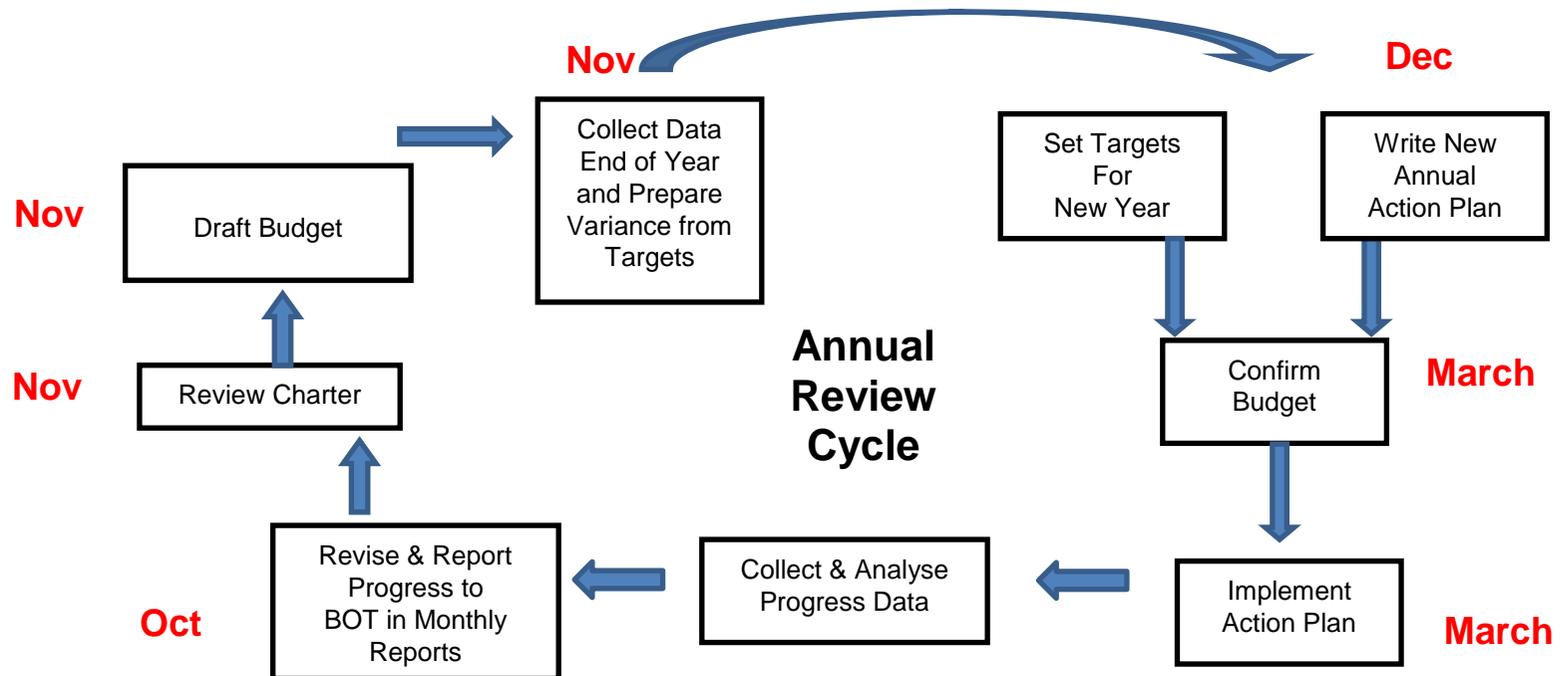| Strategic Goals	Key Strategies
▪ Continue to build a learner management system across the Campus based on restorative principles and practices	▪ Implement PB4L across the Campus; ensure cohesion, clear documentation, consistency and support ▪ Ensure practices of Restorative justice becomes an integral part of all aspects of the campus
▪ Embed the Learning Advisor and House Leader roles in the College so they take responsibility for and ownership of the students in their care - ongoing monitoring, early intervention, follow up and providing students with personal and learning guidance and support	▪ Provide a differentiated PLD and coaching programme for Learning Advisors and House Leaders ▪ Successfully implement a structured programme for Learning Advisory Groups
▪ Embed the classroom teacher and Team leader roles in the Junior School so that they feel empowered to take responsibility for and ownership of the students in their care- ongoing monitoring, early intervention, follow up and providing students with personal and learning guidance and support	▪ Provide a differentiated PLD and coaching programme for class teachers and team leaders ▪ Successfully implement a structured programme of teacher support groups
▪ Celebrating success - staff to be acknowledged for their success	▪ Provide acknowledgement of staff contribution and high performance from BOT, Principal and Directors

PROCEDURAL INFORMATION SECTION

6. SELF REVIEW

The Campus self-review model consists of the following annual review framework:

1. Collect data from a variety of sources including observation, self-review of events, surveys of stakeholders, achievement data and curriculum evaluation

2. Analysis of data

3. "Analysis of Variance" Report written

4. Board of Trustees Annual Focus prepared

5. Goals Reviewed

6. New Targets developed and confirmed

7. Recommendations by Directors to the Board of Trustees

8. Revised Charter and Targets produced

Nov → **Dec**

Nov Draft Budget	**Nov** Collect Data End of Year and Prepare Variance from Targets		Set Targets For New Year	**Dec** Write New Annual Action Plan
Nov Review Charter	**Annual Review Cycle**		Confirm Budget	**March**
Oct Revise & Report Progress to BOT in Monthly Reports	Collect & Analyse Progress Data		Implement Action Plan	**March**

7. Reporting Targets & ACTION PLANS 2015