



# **SOUTH FEATHERSTON**

Town and Country School

"We're a SMALL school doing BIG things"

## Charter 2020 - 2022

Our Overarching Aim:  
"AKO – EFFECTIVE LEARNING FOR ALL"

Our Vision:  
"CREATIVE, CONCERNED, CONNECTED LIFE LONG LEARNERS"

Our Mission:  
"EVERY LEARNER LEAVES OUR SCHOOL WITH A PASSION FOR LEARNING  
AND A KETE OF STRATEGIES TO USE IN EVERY AREA OF LIFE"

**Our overarching Aim:**

**“AKO – Effective learning for all.”**

**Our Vision:**

**“Creative, concerned, connected lifelong learners”**

**Our Mission:**

**“Every student leaves our school with a passion for learning and a kete of strategies to use in every area of life.”**

**Our Motto:**

**“We’re a SMALL school doing BIG things”**

**South Featherston School Values and Attitudes**

These are the Values and Attitudes we strive to achieve;

Respect	Resilience
Resourcefulness	Responsibility
Kindness	Inclusiveness
Integrity	Honesty
Perseverance	Excellence
Ecological Sustainability	

**South Featherston School Strategic Initiatives 2020**

To enhance student learning and success:

1. ‘HAUORA’ Relevant learning and active engagement, focussed on the holistic creative development and well-being of all by providing high quality teaching and leadership.
2. ‘WHANAUNGATANGA’ Engage every child in a culturally responsive and connected whanau-friendly community with the child at the centre
3. ‘KAITIAKITANGA’ Continue our journey of increasing our environmental awareness and concern, and improving our sustainability systems
4. ‘SOUTH WAIRARAPA KAHUI AKO/CoL’ Participate fully in the ako of our Kāhui Ako
5. ‘KAITIAKI I TE KAUPAPA’ Board of Trustees are the guardians/caretakers of the kaupapa  
Ensure effective, clear, inclusive and transparent governance

**South Featherston School**

Our school, which has had a classroom on this site since 1898, is a small, beautifully appointed rural school situated at the southern end of the Wairarapa Valley. We are five minutes west of the township of Featherston, and whilst we draw many of our learners from the neighbouring farms, lifestyle blocks and rurally-situated homes around us, we also have a large proportion of our learners who come to us from within the town itself.

Our unique setting, which is surrounded by farmland and waterways, with a nature reserve a little further down the road, has encouraged an environmental focus within our curriculum and resourcing. We became an Enviroschool in 2016 and continue our journey of building our collective environmental capability, awareness and knowledge, and improving our ecological sustainability systems.

South Featherston School works together with our local district schools to improve achievement outcomes for students across the community. We are a member of South Wairarapa Rural Schools and we meet for sporting and cultural events throughout the year. Our inclusion within the South Wairarapa Kāhui Ako, from 2017, provides opportunities for our South Wairarapa Kāhui Ako schools to collaborate and share in the success of our learners through our ‘Achievement Challenges’.

South Featherston School enjoys a strong sense of community. There is a positive relationship shared between our community and our school with the activities and events of the school well anticipated and supported, for example: assemblies, sporting events, End of Year prize giving, Featherston Book Town, senior camps, parent helpers, and a wide range of EOTC (Education Outside the Classroom) activities and opportunities held throughout the school year.

Our school is well supported by actively involved parents. We also have a small but hard working group, the ‘Friends of South Featherston’, who organise and manage our annual Agricultural Fair/Lamb & Calf Day, coordinate fun events for our learners, and fundraise tirelessly to support our school. They have also, among other things, participated in creating our ‘Coral Burrows Memorial Garden’, improved our playground, planted our small orchard, provided financial support for Learning Support assistants, and are currently helping to plan a ‘Sensory Garden’ within our grounds to aid diverse learners.

## **Treaty of Waitangi**

The South Featherston School Board of Trustees involves the local Māori community to gain an insight into particular needs and values. This is done through parent/whānau and iwi consultation and involvement, inviting Māori board membership and leadership. The Board of Trustees provide opportunities for learners to learn in, and about, Te Reo Māori and Tikanga. School programmes incorporate the values and knowledge of Māori, and in particular, local Māori knowledge and content. Our school provides cultural experiences and recognise Māori needs through, but not limited to, marae visits, whānau and iwi consultation, parental involvement, and use of Māori resources from within the wider district community. Staff development includes Te Reo Māori, Tikanga Māori and cultural sensitivity. Through assessment, information and analysis, the Board of Trustees gains a realistic perspective of the achievement of Māori learners within the school and, through our teaching staff, implement programmes as required to allow Māori learners to realise their full potential. Our school provides a welcoming atmosphere for all parents, children and visitors by reflecting all cultures.

## **Recognising New Zealand's Cultural Diversity**

South Featherston School, as appropriate to its community, develops procedures and practices that reflect New Zealand's cultural diversity and the unique position that Māori culture holds within that. We are committed to exposing all learners to New Zealand's bi-culturalism. In recognising the unique position of our Māori culture, South Featherston School will take all reasonable steps to provide instruction in Tikanga (Māori culture) and Te Reo (Māori language) for all learners. If a request is received for a higher level of Tikanga and/or Te Reo than that which is presently available through our school's programme, the staff and the learner's family/whānau will discuss and explore options, including but not limited to the following:-

- Extension of existing programmes if and as appropriate
- Dual enrolment with Correspondence School
- Provide in-school support and resources to further enhance inclusion of Te Reo and Tikanga within the learner's classroom
- Kapa Haka group, if possible, dependent on available resources.
- Work collaboratively with other educational providers, including but not limited to REAP
- Further explanation of existing programmes

## **Our Teaching and Learning Philosophy**

Our school provides a caring, supportive and holistic learning environment in which a well-balanced programme of academic, cultural, arts and sporting opportunities are delivered by a team of skilled and dedicated staff. Our staff work hard to build relationships with our tamariki by taking the time to get to know them and understanding their individual needs and abilities. Our staff strive to engage our learners in fun, stimulating and relevant learning activities to improve their learning, progress and achievement. South Featherston School staff encourage our learners to be independent students who can manage themselves confidently and articulate their next learning steps.

To be a creative, concerned, connected learner, our learners at South Featherston School will be engaged and active in relevant programmes of learning. Robust and regularly reviewed planning and teaching processes throughout the school ensure this is achieved. Learning groups within individual curriculum areas are tailored to ability rather than year group, allowing our learners to achieve and progress at their own pace and level. Learning Through Play has gained momentum in the last 2 years and underpins junior level learning. The values and attitudes of collaboration, inclusiveness, kindness and responsibility are supported within this context.

Learners and their family/whānau are actively involved in the learning process and, through increasing student agency and improving involvement of family/whānau voice, they, with our staff, form the three sides of the learning partnership.

South Featherston School is environmentally and sustainably conscious. We are embedding our EnviroSchool ethos through participation in local curriculum, making connections with natural features within our local community, and planning for school and community based initiatives.

We are a one-to-one device school, providing supportive technology appropriate to our learners needs. Our burgeoning Digital Fluency provides teaching and learning tools that enable our learners to actively find, use and present information.

South Featherston School utilises Inquiry Based Learning as a platform to enable creative and knowledgeable inquirers. Through the inquiry learning process, our school will provide an engaging, fun, holistic and balanced school curriculum designed to meet the needs, interests and abilities of learners academically, socially, physically and emotionally. We will present opportunities which challenge our learners to succeed to their full potential and celebrate their talents.

We will nurture a sense of belonging, self-esteem, confidence, perseverance, responsibility and resilience for their own actions and learning. We will empower students to become motivated, future focussed, quality individuals who are life-long contributors.

South Featherston School values the Key Competencies outlined in the New Zealand Curriculum as being proficiencies for living and lifelong learning. Through our inquiry-based learning programmes our learners will be supported in developing the key competencies of:

- Thinking
- Using language, symbols and text
- Managing self
- Relating to others
- Participating and contributing

### **South Featherston School Charter Consultation**

The 2020-22 Charter was developed by the Principal and Board of Trustees, across two strategic planning days, and following consultation with students, parents/whānau, staff, and iwi. A copy of our Charter and Strategic Plan is lodged with the Ministry of Education each year. A copy of the annual Analysis of Variance report is lodged with the Ministry of Education the following year.

### **National Priorities for Professional Learning and Development**

Learning extends well beyond that of our tamariki. Through a cycle of self and leadership-driven goalsetting and review, all staff are encouraged to fully engage in ongoing professional learning. Building and sustaining a collective leadership purpose and professional learning community is a priority. Just as the educational landscape evolves, so do professional learning priorities which are very much focussed on the learning needs and achievement of our learners. The National Priorities for Professional Learning and Development support teachers and leaders to make sure every learner experiences opportunities to learn and progress through a curriculum that values their identity, language and culture, their strengths and aspirations, and those of their whānau. The National Priorities currently have three main areas of focus for the next 3 years. These are informed through engagement with people from right across New Zealand's education system and are: cultural capability, local curriculum design, and assessment for learning. Digital Fluency, and its integration across the curriculum, remains a priority for teachers and leaders in all schools, and this is a focus which our school has committed to taking in 2020. We are also focussing on development of our new and localised curriculum, as well as building collective capabilities in, and systems for, meaningful assessment and internal evaluation. Building teacher pedagogical knowledge supports the development of robust and meaningful learning programmes. These are areas where we want to see a lift in learner engagement and outcomes.

### **South Featherston School Local Priorities**

Providing a safe physical and emotional environment for learners and staff.

Providing opportunities for success in all learning areas of the New Zealand Curriculum, evidenced by progress and achievement against learning progressions.

Giving priority to student achievement in literacy and numeracy.

Giving priority to regular quality physical activity that develops movement skills for all students.

Developing a range of assessment and evidence gathering practices that provide sufficiently comprehensive data to evaluate the progress and achievement of learners.

Consulting with the school's Māori community, developing and making known to the school's community all policies, plans and targets for improving the achievement of our Maori students.

On the basis of good quality assessment information, identifying learners and groups of learners who are not achieving, who are at risk of not achieving, and learners who have special needs which require particular attention.

Reporting to learners and their parents on the ongoing achievement and progress of learners.

Providing appropriate career education and guidance for all learners in Year 7 and above, with a particular emphasis on specific career guidance for those learners 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.

Ensuring that learners are actively involved in setting their own learning goals, and knowing what to do to achieve them.

### **Policies and Procedures**

In 2019, South Featherston School adopted the School Docs system of Policy and Procedure development, management and review.