

Charter

The needs of students and their learning is the focus of this Charter.

The Board of Trustees will ensure that all students are given an education which is based on the requirements of the New Zealand National Curriculum and the learning needs of individual students.

This education shall respect their dignity, challenge them to achieve personal standards of excellence and to reach their full potential.

All School activities will be designed to advance these purposes.

This will be achieved through a partnership between the school, its community and the Minister under the provisions of the Education Act.

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 the time available to it.

1. This Charter is an undertaking by the Board of Trustees of the Southern Regional Health 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, in accordance with Section 79 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: Mission Statement of the School and Community, description of the school and community, Local and General Curriculum Goals, and National Education Guidelines.6. The partnership between the school and its community will play a vital part in achieving the goals of the Charter.
7. The Board of Trustees accepts an obligation to develop policies and practices, which reflects New Zealand's dual cultural heritage.
8. 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remain in force until such time as it is amended in accordance with the provisions of the Education Act 1989, or is withdrawn by the Minister of Education.

9. The Southern Regional Health School Board of Trustees agrees to administer the school so as to ensure that the school's operations take into account all the National Education Guidelines and reflect both the content and spirit of this Charter.

The Board of Trustees accepts the obligation to adhere to all relevant Acts of Parliament, national guidelines for education, industrial awards, agreements and regulations as they relate to the school.

MISSION STATEMENT

To provide the best education possible for each eligible student with high health needs in the South Island, Stewart Island and the Chatham Islands.

TYPE OF SCHOOL

The school is a "Special School" for students from year 1 to year 13.

GENERAL DESCRIPTION OF SCHOOL

The school was established in 1999 to provide education to students who:

Are absent from school for 10 or more school days as a result of hospitalisation (this period may include recuperation periods spent outside of hospital).

Are students whose health condition (including mental health) involves 6+ hospital admissions per year.

Have repeated school absences, which exceed in total 40 school days in any one school year.

The school delivers education both within classrooms and residential situations throughout its geographic area using technology in an innovative manner where possible. The administration infrastructure is based in Christchurch. It works closely with students' school of enrolment, health professionals and parents/caregivers to ensure the student's education plan is appropriate to the student's current academic level and health situation.

GOAL:

To respond to the learning needs of all students through a flexible and holistic approach to curriculum delivery.

OBJECTIVES:

1. The school will keep abreast with local and international best practice for curriculum delivery to students with high health needs.
2. Teachers will provide individual learning opportunities for all students based on individual education plans developed in association with other education providers (school of enrolment and The Correspondence School) and parent/caregivers.
3. All students will be challenged to reach their educational and personal potential.
4. The school will use information and communication technology as an integral part of curriculum delivery.

GOAL:

To provide education to all students regardless of their geographic location.

OBJECTIVES:

1. The school will work collaboratively with other education providers (school of enrolment and The Correspondence School) to deliver curriculum to all students.
2. The school will develop methods for curriculum delivery using the best current practice in distance education (including ICT).

GOAL:

To develop and maintain within its community an awareness of the school and its role in the provision of education to students with high health needs.

OBJECTIVES:

1. The school will develop relationships with all education and health providers, catering for students of Years 1 – 13 in the South Island.
2. The school will develop and maintain methods of consultation, which provide opportunity for parents/caregivers and the wider community to have input into the school's operations.
3. The school will report annually to its community.

GOAL:

To develop a programme that is safe for all cultures, particularly Maori.

OBJECTIVES:

1. To work collaboratively with Maori education providers to ensure curriculum continuity is maintained for those students from Te Kohanga Reo, Kura Kaupapa and Bi-lingual schools.
2. To develop and maintain consultation processes with whanau, including kaumatua throughout the whole of the school.
3. To support and encourage teaching staff to use tikanga Maori in their teaching of Maori students.

NATIONAL EDUCATION GUIDELINES

NATIONAL EDUCATION GOALS

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 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 with high levels of competence in basic literacy, and numeracy, science and technology.
6. Excellence achieved through the establishment of clear learning objectives, monitoring student performance against these objectives, and programmes to meet individual needs.
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 qualification system to encourage a high level of participation in post-school education in New Zealand.
9. Increased participation and Success by Maori through advancement of Maori education initiatives, including education in Te Reo Maori, consistent with the principles of the Treaty of Waitangi.

Respect for the diverse ethnic and cultural heritage of New Zealand people, with acknowledgment 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

NAG 1

Each Board of Trustees is required to foster student achievement by providing teaching and learning programmes, which incorporate the New Zealand Curriculum (essential learning areas, essential skills and attitudes and values) as expressed in National Curriculum Statements.

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

- (i) develop and implement teaching and learning programmes:
 - to provide all students in Years 1 – 10 with opportunities to achieve for success in all the essential learning and skill areas of the New Zealand curriculum;
 - giving priority to student achievement in literacy and numeracy, especially in years 1–4;
- (ii) 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:
 - student achievement in literacy and numeracy, especially in years 1- 4;

And then to:

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 New Zealand curriculum (as expressed in the National Curriculum Statements);

- (iii) on the basis of good quality assessment information, identify students and groups of students;
 - who are not achieving;
 - who are at risk of not achieving;
 - who have special needs;

and

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

(v) 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;

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.

NAG 2

Each Board of Trustees with the Principal and teaching staff is required to:

- (i) 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, assessment and staff professional development;
- (ii) maintain an on-going programme of self-review in relation to the above policies, plans and programmes, including evaluation of information on student achievement;

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 1 iii above) including the achievement of Maori students against the plans and targets referred to in 1 (v) above.

NAG 3

According to the legislation on employment and personnel matters, each Board of Trustees is required in particular to:

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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 1 iii above) including the achievement of Maori students against the plans and targets referred to in 1 (v) above.

NAG 3

According to the legislation on employment and personnel matters, each Board of Trustees is required in particular to:

(i) 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;

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.

NAG 4

According to legislation on financial and property matters, each Board of Trustees is also required in particular to:

- (i) allocate funds to reflect the school's priorities as stated in the charter;
- (ii) 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;

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.

NAG 5

Each Board of Trustees is also required to:

- (i) provide a safe physical and emotional environment for students;

comply in full with any legislation currently in force or that may be developed to ensure the safety of students and employees.

NAG 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.

APPENDIX 1

CODE OF CONDUCT

Effective governance and management is a successful blend of community involvement and professional competence.

BOARDS OF TRUSTEES

The Board of Trustees agrees to the following Code of Conduct.

1. Ensure that the needs of students and their learning are given full consideration when planning, resourcing and implementing the School's curriculum.
2. Ensure that all students are provided with an education which respects their individuality and which challenges them to reach the highest standards of personal achievement.
3. Serve their school and their community to the best of their ability and be honest, reliable and trustworthy, loyal and fair.
4. Deal fairly with staff, the Principal, caregivers, and students.
5. Maintain the confidentiality and trust vested in them.
6. Ensure strict confidentiality of papers and information related to the Board's position as employer.
7. Ensure that individual trustees do not act independently of the Board and its decisions.
8. Accept that the Principal is the professional leader of the school and is responsible to the Board.

THE PRINCIPAL

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

1. Ensure that the needs of the student and their learning are given full consideration in planning, resourcing and implementing the school's curriculum.
2. Attempt to the best of his or her ability, to demonstrate each student is of equal value and is entitled to an education, which respects their individuality and challenges them to reach their highest standards of personal achievement.
3. Be loyal to the Charter and fully committed to achieving its purpose, aims and objectives.

4. Deal fairly with staff members and the Board of Trustees, caregivers, and students and show a commitment to the continuing development of the staff's professional skills.
5. Work co-operatively with school staff but take final responsibility for decisions within the Principal's authority as delegated by the Board.
6. Provide all information on a student to any person with legal rights to the information who requests it, and respect confidentiality by keeping information on students from people who have no rights to it.
7. Not vote in Board of Trustees decisions in relation to the Principal's employment.

CHARTER UNDERTAKING

In accordance with Section 64 of the Education Act, the Southern Regional Health School, Board of Trustees undertakes to take all reasonable steps to achieve the purpose, aims and objectives in this Charter which have been approved by the Board following consultation with the community in terms of sections 61 and 63 of the Education Act, and to take full account of the National Education Guidelines and all statutory obligations.

The Board of Trustees accepted this Charter as its undertaking to the
 Minister of Education on..... 2002

This Charter was submitted to the Ministry of Education for the
 Minister's approval on.....2002

Chairperson, Board of Trustees

Date _____

For Minister of Education

Date _____