

RAI VALLEY AREA SCHOOL

O TE AWĀĀWĀ O RAI

CHARTER

0291



2021 - 2023

RAI VALLEY AREA SCHOOL / O TE AWĀĀWĀ O RAI

MISSION STATEMENT IS:

Rai Valley Area School aims to provide quality education that caters for the needs of individual students.

We aim to achieve this by:

Continually developing classroom programmes that are closely aligned to the National Curriculum statements and emphasise the teaching of the Key Competencies. We will develop a love of learning by promoting The RAI Way values;

RESPECT | ACHIEVE | INSPIRE



Growing and Learning towards a Great Future

VISION

Our vision for Rai Valley Area School is to inspire our learners to grow their skills, interests, dispositions and passions by providing engaging learning opportunities, inclusive environments and strong authentic relationships to produce resilient learners who strive to reach their full potential and transform their lives.



SCHOOL STATEMENT

Rai Valley Area School is situated in the picturesque Rai Valley approximately 50kms from Nelson and 70kms from Blenheim at the head of the Marlborough Sounds.

Our school is the educational center for all the areas north of the school - Okiwi Bay, Kokoroa and Tennyson Inlet and some of the areas to the south from Havelock and Canvastown.

This Area School serves the needs of five to eighteen year-old students throughout the region, as well as supporting pre-school for the wider community. This school is classified U3 with a decile rating of 5.

The school is used by the community and also by groups from Nelson and Blenheim who use our great facilities to hold meetings and functions.

Many of our students come from dairying families, while other families are involved in forestry and the mussel industry.

The school delivers many courses for our senior students to expand their horizons and provide opportunities to participate in experiences outside of the valley. Opportunities for individualised programmes that will give a range of opportunities and pathways. For example, University Entrance, Trades Academy or Gateways programmes.

Close co-operation exists between the five schools in the Pelorus Cluster, and we are part of the active New Zealand Area Schools network and Top of the South Area Schools (TOSI). The school participates in many annual sports tournaments and leadership courses for students.

Our buildings and grounds are well cared for by a dedicated staff of a caretaker and cleaners. There is a well-constructed maintenance plan and buildings are continually, being upgraded.

Our school is actively seeking to provide our students with the very best education available while expecting them to achieve to their highest potential. We are a Positive Behaviour for Learning School (PB4L) and promote the Rai Valley (Respect Achieve Inspire).

MĀORI ACHIEVEMENT O TE AWĀĀWĀ O RAI STATEMENT

Rai Valley Area School, as appropriate to its community will develop procedures that reflect New Zealand's cultural diversity and the unique position of The Māori culture.

In recognising the unique position held by Māori Rai Valley Area School will take all reasonable steps to provide instruction in Tikanga Māori (Māori culture) and Te Reo Māori (Māori language).

To achieve this Rai Valley Area School will work in partnership with parents, whānau and iwi to support effective teaching and learning for Māori students:

- | Our Kura will support the growth and development of Maori language for all students, teachers and Teacher Aides.
- | We will incorporate the use of Māori identity, language and culture into the teaching and curriculum for Māori students and all learners.
- | Provide resources in each classroom that supports learning of things Māori and te ao Māori.
- | Incorporate the use of Māori language (e.g.: Wāiātā and National Anthem) in formal school ceremonies (assemblies, prize giving).
- | Foster the development of the relationship with local Ngāti Kuiā and Ngāti Koātā.
- | Invite local Māori artisans and musicians to be part of school activities.
- | Develop working relationships with local resource people such as Māori advisors and local tutors.
- | Provide opportunities for all Māori students to be engaged in quality & teaching learning practices.
- | All Māori students have access to learning pathways of their choice to lead excellent education and learning outcomes.

SPECIAL NEEDS / ABILITIES ACHIEVEMENT STATEMENT

At Rai Valley Area School, we aim for ALL children to experience educational success and achievement irrespective of their ability. Every child has the right to learn and be part of a welcoming, nurturing and safe environment. At our school we foster and encourage collegial, supportive relationships between all stakeholders invested i whānāu in children's education to ensure the best possible learning experiences for them. Collaborative partnerships would include the child, the parents/caregivers, whanau, teachers and/or principal and agencies and services which support students with special education needs (e.g.: Resource Teacher of Learning and Behaviour).

The TOSI (Top of the South Area Schools) Kahui Ako has two learning support coordinators who support students and their families to remove barriers that prevent students reaching their potential.

Special Educational Needs/Abilities can be for those children who have difficulty accessing the curriculum at their chronological age/level or for those children whose skills and talents exceed the curriculum expectation associated with their age/level. Rai Valley Area School will maintain a Special Educational Needs Register (including those children with special abilities) to ensure that those children who require additional learning support and/or extension are recorded and are having their needs met.

We will endeavour to:

- Continue to gather, collate and review data, progress and achievement of students on the Special Needs Register.
- Use external agencies and expertise to provide additional support and/or funding to assist children. This may include (but is not limited to) Orāngā Tāmāriki, Resource Teacher of Learning and Behaviour, Resource Teacher of Literacy, Ministry of Education Specialists, Public Health, The Correspondence School, Health Camp.
- Use of Teacher Aides to support and facilitate support or extension programmes, either in class or withdrawal.
- Utilise a Learning Support Teacher to work alongside those children requiring additional learning support, in particular, those groups of children identified through the annual school targets.
- Provision of a management unit for Special Education Needs Co-ordinator to oversee the coordination responsibilities. Timely individual Education Plans (when required) to provide planning and review of students learning. Working with parents/caregivers to support their children with their learning.

THE RAI WAY

Respect - Achieve - Inspire

This is a behaviour management programme designed to enhance learning. It was introduced into Rai Valley Area School in 2014 and is a five year and beyond journey. Since 2020 we have been developing our Tier 2 programme.

The RAI Way explicitly teaches behaviour expectations with rewards for appropriate behaviour and consequences for inappropriate behaviour. The emphasis is on maintaining positive relationships between people and reteaching rather than punishing.

In practice it enables effective instruction to take place, reducing problem behaviours and increasing school safety and predictability.

We have rules for:

- The school
- The classroom
- To and from school
- The grounds

Each year new staff are up skilled to ensure there is a consistency of practise.

Staff have a weekly update and PB4L focus that is shared with students and taught throughout the school.

Your child should be able to tell you about our RAI rewards.

If you would like to know more, you could visit the following web site:

www.positivebehaviourforlearning.co.nz
or speak to your child's teacher.

STRATEGIC GOALS

Learn to implement a curriculum framework that is designed to empower learners to grow their skills, interests, dispositions and passions.

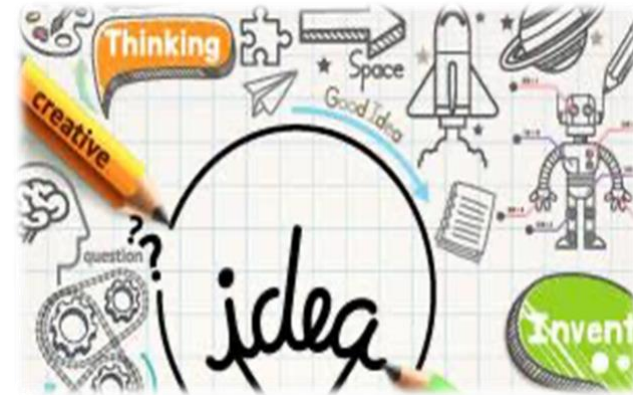
- ▶ To create an inclusive learning environment where learners have the power to act
- ▶ To provide engaging learning opportunities that will empower and inspire learners
- ▶ To foster authentic relationships through connection, understanding and trust
- ▶ To build a culture of organisational renewal and transformation through rigorous reflection and self-review



LOCALISED CURRICULUM DESIGN

This describes the aspiration for our learning design as evidenced by:

Goal 1: To implement a curriculum framework that is designed to empower learners to grow their skills, interests, dispositions and passions.



- ▶ Creating a learning design model(s) and framework e.g. Universal design for learning
- ▶ Build the learning toolbox throughout the school on growing students willingness to learn - dispositions
- ▶ Align the dispositions into the RAI Way framework and points system and use as a measure of success
- ▶ Align the junior and senior schools
- ▶ Place students at the centre of the schools work and align the pedagogy (teaching and learning) to match this
- ▶ Building competencies and dispositions through student centred contexts of learning (project based learning, co-operative learning)
- ▶ Create an innovative environment where people can float “wacky ideas” and have them critiqued
- ▶ Personalising student learning

AN INCLUSIVE ENVIRONMENT

This describes the aspiration for our culture as evidenced by:

Goal 2: To create an inclusive learning environment where learners have the power to act.

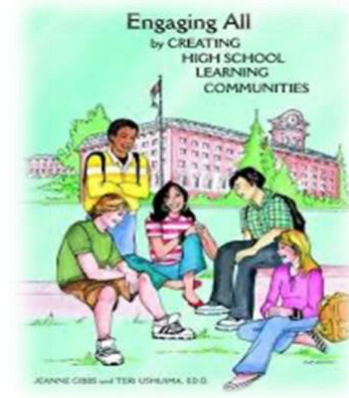


- ▶ Honour our obligations to the Treaty of Wāitāngi
- ▶ User the guiding principles of Kā Hikitā to ensure Māori enjoy and achieve success as Māori
- ▶ Teachers a life-long learners
- ▶ Inspired teachers – excited, motivated teachers
- ▶ Strong professional development opportunities
- ▶ Deep, authentic student engagement
- ▶ Collegial spaces and dynamic teaching spaces
- ▶ Tāonga – treasure every student
- ▶ Learner agency (when learners have ‘the power to act’)
- ▶ Student centered learning (personalised, cross-curricular, passion projects)
- ▶ Multiple approaches to teaching and learning
- ▶ Celebration of success
- ▶ Flexibility in how, when and where students learn
- ▶ Accepting ‘risk taking’
- ▶ Collegiality, innovation and creativity

ENGAGING LEARNING OPPORTUNITIES

This describes the aspiration for our curriculum profile as evidenced by:

Goal 3: To provide engaging learning opportunities that will empower and inspire learners.

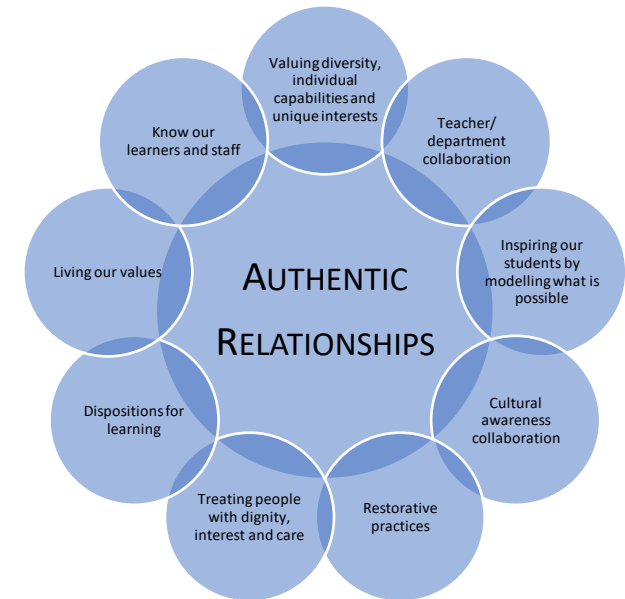


- ▶ Real world opportunities and contexts
- ▶ Timetable flexibility
- ▶ Length of study for students
- ▶ EOTC and exploring what this really means
- ▶ Cultural competencies
- ▶ The development of different programmes of study
- ▶ Access to learning programmes
- ▶ Universal design for learning
- ▶ Curriculum structure / profile
- ▶ Different learning environments within the school
- ▶ Diverse experiences within each class
- ▶ Cross curricular programmes of learning
- ▶ Flexibility in how, and when and where students learn
- ▶ Welcome mistakes – encourage bravery

AUTHENTIC RELATIONSHIPS

This describes the aspiration for our wellbeing as evidenced by:

Goal 4: To foster authentic relationships through connection, understanding and trust.



- ▶ Valuing diversity, individual capabilities and unique interests
- ▶ Showing other people matter-empathy compassion, respect
- ▶ Living our values
- ▶ Know our learners and staff
- ▶ Teacher/ department collaboration
- ▶ Build trust and care
- ▶ Dispositions for learning
- ▶ Building resilience and a positive sense of self and individual abilities
- ▶ Promoting respectful interactions and meaningful relationships
- ▶ Cultural awareness collaboration
- ▶ Inspiring our students by modelling what is possible
- ▶ Treating people with dignity, interest and care
- ▶ Restorative practices

SCHOOL EFFECTIVENESS

Goal 5: To build a culture of organisational renewal and transformation through rigorous reflection and self-review.



- ▶ Ensure our practice matches our vision
- ▶ Implement and maintain a culture of rigorous critical reflection and self-review
- ▶ Data will inform our practice and the changes that need to be made
- ▶ To achieve our vision the school must continuously improve
- ▶ Review and analysis will contribute effectively to sustaining the school's positive performance and continuous improvement
- ▶ The school's vision will identify the strategic goals
- ▶ Each strategic goal will have approximately 5 critical success factors
- ▶ Each critical factor will have an annual plan and performance review
- ▶ The school will report on all critical success factors through the Principal's annual performance report
- ▶ The BOT will review its performance annually in meeting its aspirations for the school and its legal obligations