



# School Description

- Established in 1879 in a private house with a roll of 12-14 students. Two years later in 1882 a new school and residence was built.
- A tidy, attractive, well presented, small (100 students), rural, full primary school Yr. 0–Yr8, made up of four composite classrooms (class rooms named after the mountains for Paritutu, Kaitake, Panitahi, Taranaki and Pouakai). The School is the hub of the Midhirst Community. Students come to school via bus (4 bus runs), car, or walk. 25% of students attend from Stratford town.
- A very stable, effective, able, efficient, skilled, caring, supportive teaching and support staff. The teaching staff coach-sporting teams, and involve themselves fully in many activities for the students both in and out of school time.
- Very effective BOT govern the school; maintain the school grounds, property and finances to a very high standard. The PTA, fundraise enormously and assist with school activities.
- The school has a welcoming, warm, pleasant, caring, sharing, inclusive, rural, calm, family atmosphere where the children's learning and standards of work, behavior and learning is number one. Strong sporting and cultural involvement is encouraged and taken up by the Midhirst Students.
- The students of Midhirst School come from diverse origins, Stratford town, country, Midhirst country and village. 4% of students are of Maori descent, 75% of the students are transported to school by bus, 25% students travel out from Stratford on a BOT subsidised bus: 45% of students are from dairy farms or linked to the land.
- Students come from a variety of family situations, with a strong and traditional farming background. A number of students are from 4th generation Midhirst farming families. Some Students travel up to 12 km to attend Midhirst School. Parents, past students and wider school and Midhirst community give the school wonderful support.
- Midhirst School is in a very sound financial position; we have many sponsors and financial support from the Midhirst and Stratford community and businesses. (A weekly sponsored newsletter is distributed to 300 households)

**School Governance:**

The school Board of Trustees were elected in 2016. We have 5 Parent Representatives and 1 Staff Rep Elect, a Principal and a Secretary. Two of the BOT identify as Māori.

**Planning and Policy:**

The school recognises the need to take account of the Treaty of Waitangi through consultation with the Local Iwi and Hapu. We are currently making connections with Ngati Maru, Ngaruahine, and Te Atiawa, and Taranaki Iwi. Midhirst is located in a unique position where we are on the boundaries of four local Iwi (these boundaries have changed over the decades). We have made connections establishing clear goals and guidelines in how Maori is delivered in our Te Reo and Tikanga benchmarks for our children, through consultation with whanau.

Consultation with our school community, including the Māori community regularly as part of our three year cycle of self-review.

Consultation includes: -

- Invitation to BOT meetings where review of previous year's programmes and new programmes and plans are shared.
- Information sharing through the school website and school newsletter.
- Annual review report, Analysis of Variance on improvement targets and updated charter posted on website and available in hard copy in the school administration area for comment and feedback.
- Surveys and questionnaires
- Informal meetings, kanohi ki kanohi (Face to Face) discussions, phone contact, discussion, questions at time of enrolment.
- Parent/ teacher/child conferences
- Meetings in regard to curriculum delivery and parent partnership in learning
- The school Māori community is consulted in the above ways to;

Gather information in regard to meeting the needs and aspirations of our Māori families and share targets and strategies to raise student achievement for our Māori Students.β

**Setting strategies for development:**

Ongoing assessment and evaluation of achievement levels for Maori children are paramount.

Areas of focus from our previous ERO Report (2015) are:

Integrated Inquiry Approach, Student Leadership, Progression of reo Māori from one year level to the next, BOT to be included/informed in more decision making (Self Review), and Teacher Inquiry Process.

**Curriculum and programme and delivery:**

As part of our Programme of Self Review, all areas of the Curriculum will be reviewed over a three year cycle. In 2018 we will continue to review and develop our Te Reo Programme. We will be moving towards reporting against year level progressions.

**Reading Recovery:**

We currently have a Reading Recovery Teacher who supports 3 schools (Midhirst, Kaponga, and Pembroke). In 2017 we identify the need for 2 positions for Reading Recovery 2018. This was identified from the 6 Year Net Testing and consultation with teachers and whanau. In 2018 we will provide booster programmes for those we are monitoring. This we have allowed for in our provisional staffing for 2018.

**Human Resources:**

The school currently has 5 teaching staff. All teaching staff are involved in ongoing professional development in teaching Te Reo Maori and Tikanga. The school also employs 1 cleaner who also monitors the water condition of the pool.

All teachers will be appraised as per the collective contract for the purpose of quality teaching leading to accelerating student achievement (see Appraisal Folder / Annual Goals). This will be done online (google Sites in 2017/2018). The Inquiry Process was introduced in 2016 and it is our intention to use the Inquiry process to drive our Appraisal System.

The Board of Trustees takes all reasonable steps to be a good employer.

**Finance**

All spending and the budget (see the Budget) are focused on raising the achievement of all students, especially our priority students.

**Property**

The School's 10YPP was signed and agreed to on the 4<sup>th</sup> May 2017. The main focus is on Priority One and Two (Health and Safety and Essential Infrastructure Projects). Projects identified for the 2017 – 2018 years are:

Block A Tempered Hot Water

Replace Septic Tank

Block C Cladding and Block A and D Windows.

There are no Cyclic Maintenance jobs for the 2018 year. We have identified other minor works to be addressed which is budgeted for in our annual maintenance budget.

Midhirst School has weather tightness issues with Classroom 1 Block B. This is being addressed through B.I.P. – Building Improvement Plan / Weather Tightness Programme. This is to be completed by the beginning of the school year.

### **Instruction in and through Te Reo and Tikanga Māori**

The Maori curriculum team is actively reviewing the Te Reo programme. We are creating benchmarks for each year level within the school supported by resources easily accessible to all kaiako (teachers), akonga (students), and whanau families. If a parent wished their child to receive instruction at a higher level of immersion, we would look at other possible solutions within the school and online but if this doesn't meet the parents' requirements, they would be referred to the nearest Kura Kaupapa.

All teachers are encouraged and supported to actively participate in Open Wananga- He Papa Tikanga. This is a focus for 2018.

### **Improving the achievement level of Maori students**

On December 1 2017, 6 students identified as Maori. Four are Male (Year 8, 6, 4, and 3), Two are female (Year 6 and 4). Data relating to achievement of Maori children is collected through National Standards. Our Maori akonga are monitored through the SENCO Register and reported to the BOT regularly.

### **Charter's Procedural Information**

Midhirst School will lodge a copy of its annually updated Charter with the Ministry of Education by March 1st each year. The Charter will include the school's annually updated targets for improvement.

Analysis of Variance and the Annual Report will be lodged with the Ministry of Education each year with the annual report.

MIDHIRST SCHOOL will consult with its community, including its Maori community, on a regular basis as part of its three year cycle of review. It has been identified the the whanau preferred method of consultation is through newsletters and surveys/questionnaires.

Targets for student achievement will be identified by one or more of:

- Analysis of school-wide assessment
- Information gathered through staff discussion
- National Standards / Ngawhanaketanga (N/A 2018)
- Student Voice
- Whanau Voice