

Omata School Charter



Vision

A supportive environment challenging children to become responsible learners



Charter

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Description of the School

Omata Primary is a decile 8 state co-educational full primary school contributing to New Plymouth secondary schools. In 2004, as part of an area review, Omata was recapitated and required, to take on year 7 students in 2005 and year 8 in 2006. The school is staffed at 8.2 teachers. Ancillary staffing comprises a part-time school secretary and 3 teacher aides. The ethnic composition of the school is predominantly Pakeha/European. Maori students account for less than 10% of the roll. Other ethnic groups less than 3%.

The school comprises of one main building containing 3 classrooms, toilets, health room, music room, admin and teacher offices, resource room and the staff room. In 2007 a library was built next to the bush which connects via covered area with the main block. There are also three classrooms by the field connected by decking and a paved courtyard. Each of these rooms has a teacher's office attached and there are also 4 student toilets, a staff toilet, a resource storage unit and a workroom known as the 'creative incubator'. Sheds provide storage for wood and gardening equipment. New hardcourts were laid in 2008 in the corner of the field. There is a swimming pool, changing rooms and toilets located on the corner of the site. A Community Hall was opened on site in 1994 and the school has access to the hall during school hours.

Description of the School's Community

Omata School is situated 3 kms south-west of New Plymouth on the NP-Opunake, Surf Highway 45.

The students are traditionally drawn from a predominantly rural community stretching from, and including, the edge of the city to Koru Road, incorporating all roads running from the coast to the mountain. In addition to this draw area, a percentage of the roll come from a wider community, in that some parents from New Plymouth City and Oakura have chosen to send their children to Omata School. In 2008 the MoE initiated an enrolment policy for the school. The majority of residents are of European descent, with a large number of established family groups in the local area, many extending back three or more generations. There is a high level of employment, with an increasing number of families having two or more employed outside the local area.

The school is the main focal point for community involvement as all commercial and servicing needs are provided by nearby New Plymouth. All other educational institutions are in the city. There is a high level of parental input into school programmes. The reasonably strong social network among school families and the general community and the small size of the school enables a lot of informal social contact to exist.

The school continues to provide grounds and associated facilities that are available as physical and social focal points.

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Regulatory Procedures

1. Omata School staff will follow the National Education Guidelines that include the National Administration Guidelines and the National Curriculum Framework. In doing so, pupils will receive a balanced education which complies with our legal requirements as an educational facility.
2. The Principal and Board of Trustees will lodge a copy of an annually updated Charter in April.
3. The school community which identifies with Omata School, will be consulted regularly, as per Consultation Policy. As part of this, parents will receive an annual report related to Target Achievements in December. *Community consultation has been undertaken in 2008 for this charter.*
4. Each year targets to improve student achievement will be identified by
 - a. Analysis of school wide assessment data.
 - b. Information gathered through curriculum reviews.
5. In order to achieve target goals, the Board of Trustees will support Senior Management to provide appropriate professional development so that significant change can be potentially achieved.
6. When developing policies and practices for Omata School every endeavour will be made to reflect New Zealand's cultural diversity including the unique position of Maori. The Board takes all reasonable steps to provide instruction in Tikanga Maori and Te Reo for students. This could include dual enrolment at the Correspondence School, the provision of additional resources or utilising the expertise of local iwi personnel or educational advisory staff. NB: To occur should it be felt that the level of Maori able to be provided is inadequate to meet parental expectations.

