Southern Cross Campus
Te Kura o te Taki o Autahi

2021 - 2022

Inā te mahi he Rangatira
By deeds a Chief is known

PURPOSE

The purpose of this charter is to establish the mission, aims, objectives, directions, and targets of the board that will give effect to the Government's national education guidelines and the board's priorities.

CHARTER UNDERTAKING

In accordance with Section 138 of the Education and Training Act, 2020, the Southern Cross Campus Board of Trustees undertakes to take all reasonable steps to achieve the purpose, aims and objectives in this charter which has been approved by the board following consultation with the school community in terms of Section 139 of the Education and Training Act, 2020, and to take full account of the National Education Guidelines and all statutory obligations. The board has accepted this charter as it's undertaking to the Ministry of Education.

This Charter will be annually updated.

Signed: …………………………………………………   Date
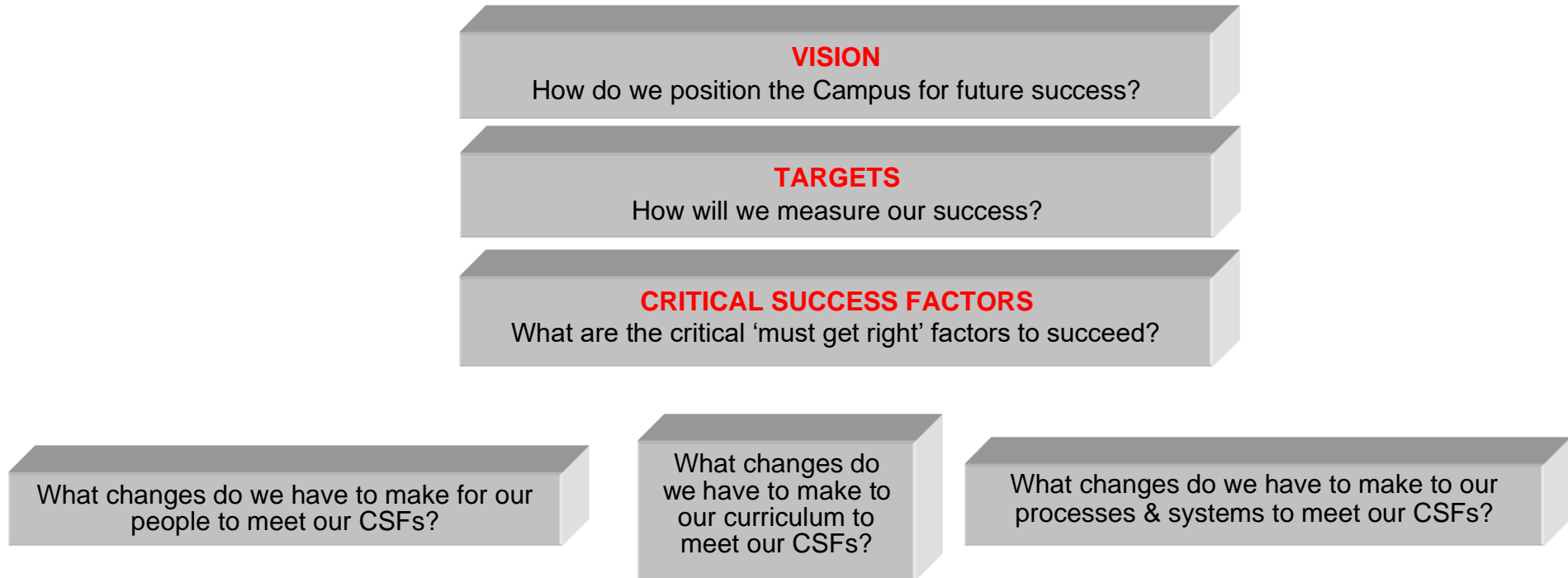
Chairperson, Board of Trustees

Signed: …………………………………………………   Date

Principal

INTRODUCTORY SECTION – Strategic Intentions

1. PLANNING APPROACH

The following diagram summarizes the board's planning approach working from the top down to strategically utilize all resources to maximize results for the students who attend Southern Cross Campus.

VISION
How do we position the Campus for future success?

TARGETS
How will we measure our success?

CRITICAL SUCCESS FACTORS
What are the critical 'must get right' factors to succeed?

What changes do we have to make for our people to meet our CSFs?

What changes do we have to make to our curriculum to meet our CSFs?

What changes do we have to make to our processes & systems to meet our CSFs?

2. MAIN INFLUENCES

The main influences with associated key issues on the Campus have been identified.

WHO	HOW	KEY ISSUES
The Local Community	Recognise the gains in student achievement and safety but need to see continued gains in educational outcomes to keep SCC a school of choice.	Involving key groups of the community such as the churches in a positive way will be a key factor in future successes.
Our Staff	Our staff are dedicated and skilled.	We risk losing high performing staff unless we provide vision, offer new challenges and professional development.
Our Alliances	We have strong relationships with the Southern Cross Foundation, AUT, University of Auckland, Mangere East Medical Centre and Counties Manukau Health. Harbourside Rotary, Mangere East Library, Springboard Trust, Community of Learning	We need to continue to build these alliances into our future strategic direction with positive media connections
The Government and the Ministry of Education	Support our future direction and will invest for our success in closing student achievement gaps. The Māori Education Strategy: Ka Hikitia – Ka Hāpaitia https://www.education.govt.nz/our-work/overall-strategies-and-policies/ka-hikitia-ka-hapaitia The Action Plan for Pacific Education https://www.education.govt.nz/our-work/overall-strategies-and-policies/action-plan-for-pacific-education-2020-2030/	The Campus is an initiative that 'breaks the mould' but needs to deliver documented ongoing improved outcomes.

3. VISION

Our Kaupapa - Working Together For Success

> *Mahi tahi, kia angitu ai*
>
> *Galulue Fa`atasi mo se Manuia*
>
> *Tākanga 'etau fohe*

This means
- We have high expectations and high aspirations
- We strive for personal excellence: 'Better than Before'
- We show up and live our four values of Respect, Resilience, Responsibility and Relationships

So that we
- Succeed and flourish as powerful learners and successful citizens

And the steps we will take to get there are our Poutamu… We belong, we learn, we grow, we succeed

4. CAMPUS VALUES

The 4 R's

-	**Respect**	We respect learning, teachers and ourselves
-	**Relationships**	We include others
-	**Responsibility**	We are responsible for our actions
-	**Resilience**	We persevere and succeed

5. Maori Dimensions and Cultural Diversity
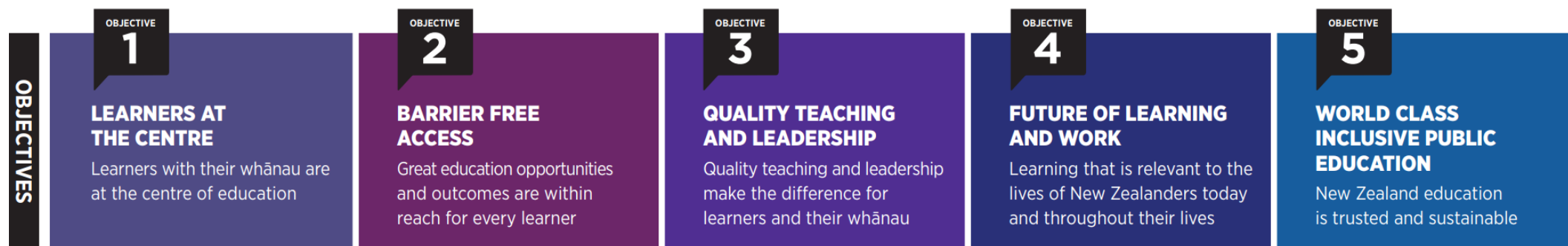
Acknowledgement of the importance of tangata whenua

Treaty of Waitangi – Southern Cross Campus continues to focus on fulfilling, the intent of the Treaty of Waitangi. At Southern Cross Campus we recognise the commitment to raising achievement and the importance of the language of Te Reo Māori and Tikanga Māori. A culturally safe, physical and emotional environment is provided for all Māori students and staff.

At Southern Cross Campus we recognise the heritage and culture of our Pacific Students and encourage all students to value and honour each other's culture and background.

6. National Education and Learning Priorities

As a school we are committed to the objectives of the National Education and Learning Priorities.

OBJECTIVE 1	OBJECTIVE 2	OBJECTIVE 3	OBJECTIVE 4	OBJECTIVE 5
LEARNERS AT THE CENTRE Learners with their whānau are at the centre of education	**BARRIER FREE ACCESS** Great education opportunities and outcomes are within reach for every learner	**QUALITY TEACHING AND LEADERSHIP** Quality teaching and leadership make the difference for learners and their whānau	**FUTURE OF LEARNING AND WORK** Learning that is relevant to the lives of New Zealanders today and throughout their lives	**WORLD CLASS INCLUSIVE PUBLIC EDUCATION** New Zealand education is trusted and sustainable

7. Special Character of Southern Cross Campus

The Board analysed the special character of the school, taking into account its socio-demographic make-up, existing structures and programmes. These include:

General Description - Southern Cross Campus is a large decile 1, urban, area school serving children from Year 1 to Year 13 from the Mangere Community in South Auckland. We are unusual because we are large and urban, most Area schools are much smaller and located in rural communities. Southern Cross is the largest state Area school in the country.

Multi-cultural - (including 18% Māori, 80% Pasifika, 2% other) Southern Cross Campus has a balanced representation on its Board of Trustees, consisting of European, Māori and Pasifika representatives.

Innovative - Southern Cross Campus has implemented a number of innovative teaching and learning projects such as a semester timetable, Academic Counselling, Buddy Reading, Coaching, Vocational Academies Pathways West, STAR, Gateway, Accelerated Learning including Special Needs, Restorative practices, Health Sciences Academy, and has established a variety of tertiary partnerships as well as extremely strong and interactive Fono groups. We are the lead provider of para-professional training in our area.

Quality staff – Southern Cross Campus is developing a strong reputation with its innovative teaching practices and we are dedicated to putting the best teachers in front of our students. All teachers participate in regular professional learning and development and a coaching programme.

External links - Southern Cross Campus has developed extensive links with outside agencies, both professional and commercial.

Technology - Southern Cross Campus integrates technology to deliver the curriculum.

Extra-curricular -A wide range of extra-curricular activities are undertaken in the fields of academic, sporting and cultural endeavours.

Academy – Southern Cross Campus has been granted academy status by the Ministry of Education and in 2016 established a vocational academy.

Kāhui Ako – Southern Cross Campus is a member of the Whakatipu Akoranga Kahui Ako along with Koru School, Mangere East primary School, Robertson Road School, Sutton Park Primary School, and Sir Keith Park School.

STRATEGIC SECTION

1. BOARD of TRUSTEES AIMS and PRIORITIES

To achieve equity and excellence through our vision and overarching goal of raising student achievement the Southern Cross Campus Board of Trustees and staff have identified five critical success factors:

Student Success

Teaching and Learning

Wellbeing

Leadership

Partnerships

These are the five "must get right" factors needed to provide excellent schooling for the students attending the Campus. The Board recognises that it needs to continue to build its own governance capacity. This will be done by recruiting new people with suitable skills when needed and providing governance training opportunities for existing members.

2. Strategic Goals

The How How are we doing this....by working on.		Elaboration of Critical Success Factors	The What What are the strategies we are using to realise our goals			
Critical Success Factors		Strategic Goals (1 to 3-year timeframe)				
Student Success Confident, resilient learners who achieve personal and academic excellence.	Teaching and Learning	Effective teaching that accelerates learning	Effective Curriculum Knowledge	Effective Practice	Growth and Development	
	Wellbeing	A community of care, where everyone belongs so that they can learn, grow and flourish	Pastoral Care/culture and relationships	Staff Wellbeing		
	Leadership	Collaborative solutions-focussed student and adult leaders committed to serving our community	Growth and Development			
	Partnerships	Genuine partnerships with key stakeholders which support the vision of SCC	Partnerships			

ANNUAL PLAN

Vision - Our kaupapa
Working Together For Success
This means; We have high expectations and high aspirations
We strive for personal excellence: 'Better than Before'
We show up and live our four values of Respect, Resilience, Responsibility and Relationships
So that we; Succeed and flourish as powerful learners and successful citizens
We belong, we learn, we grow, we succeed.
And the steps we will take to get there are our Poutama... We belong, we learn, we grow, we succeed.

	Critical Success Factors		Strategy Overview (How)	Plan	Actions	How will we know when we have got there?
Student Success — Confident, resilient learners who achieve personal and academic excellence*.	**Teaching and Learning** — Effective Teaching that accelerates learning for equity and excellence.		Effective Curriculum Knowledge	*Ensure effective progression and content knowledge of curriculum areas of the New Zealand Curriculum (NZC) is evident in AOs/LOs/SLOs. * Ensure contextual knowledge and a knowledge rich curriculum is embedded in the local curriculum (LC)	* Develop coherent, responsive Learning Area Overviews from Y1 to Y13 incorporating knowledge and skills needed for an effective curriculum * Incorporate the use of the Literacy Progressions Framework Y1 to 10. * Design and create clear units and/or schemes of work that reflect the NZC and the LC and align planning templates incorporting Mataurangi Maori, local curriculum and the Understand, Know and Do concept. * Develop Knowledge organisers in English/Maths/Social from Y1 to Y8. * Develop KO for Y9 curriculum in all subject areas and incorporate into Schemes of Work * Curriculum Review Y1 - Y13 based on chnages to the NZC (History/English Maths - 2022; Science and Technology - 2023; PE and Health 2023)	* Seamless learning pathway doumentation produced * Y1-Y8: Science, Digital curriculum and formalise the key progressions in reading, writing and maths, use PACT 3x/yr in Writing, Maths and introduce reading * Y9-Y13: Co-construct the framework that tracks the curriculum, key skills and knowledge with teachers and produce supporting documentation. Learning progression at Y9 and * Y10 in reading/writing are produced with particular emphasis on the Seamlessness of curriculum through Y9-Y13. * Produce clear documentation of Units and/or schemes of work * Knowledge organisers, developed and trialled. Y1-Y8 in Science, Y9 all subject areas.
			Effective Practice	* Formalise Effective Teacher Profile (ETP) and link pedagogy to the ETP * Improve teacher pedagogy	* Develop a guide to effective teacher practice that shows how to accelerate learning and how to implements deliberate acts of teaching * Infuse the key leading documents through our effective pedagogical practices; eg NELP, Action Plan for Pacific Education 2020-2030, Ka Hikitia - Ka Hapaitia, Tapasā, Tātaiako. * Development of and implemenation of the SCC Assessment for Learning Cycle. (SCALECY)	* Production of guide; evidence collected from walkthroughs, teacher reflection documentation, formative assessment in book, student and teacher talk records and book looks.
			Growth and Development	* Provide professional development to all staff to accelerate the learning of all students with a focus on equity and excellence.	* Link the effective teacher practice to our professional development model * Introduce an instructional coaching model to support teachers in the development of their practice * Support the Instructional coaching model with growth coaching	* Professional development (PLD) focussing on culture and relationships and effective teacher practice * Teachers have demonstrated an inprovement in their teaching practice through their instructional coaching experience. * Improved academic achievement for all students (see attached targets)
	Wellbeing — A community of care, where everyone belongs so that they can learn, grow and flourish.		Pastoral Care/culture and relationships and the SCC Way	* Review PB4L framework across the school Y1-Y13 *Actively teaching the values so that we are growing and celebrating SCC kaupapa and developing student wellbeing * Restoratice practice and UBRS frameworks introduced and consolidated	* Implement PB4L strategies - bring the PB4L matrix to life * Implement UBRS strategies * Implement culture and relationships must haves	* Formalise the acknowledgement system and see reduction in the number of pastoral entries in Kamar * Walkthrough data will reflect evidence of a safe and productive classroom environment * Positive outcomes reflected in staff and student surveys * Reduction in standdown and suspensions
			Professionalism	* Explore the code of conduct and professional standards * Be a good employer that grows and develops staff	* Meet all contractual and legislative requirements * Provide opportunities to grow and develop. * Provide opportunities to develop leadership skills * Seek feedback	* Clear, common understanding of "our code our conduct" * Ensure staff have the opportunity to reflect and feedback * Regular acknowledgement of staff
	Leadership — Collaborative solutions focussed students and adult leaders committed to serving our community.		Growth and Development	* Create a framework for development of leadership for different layers of school participants including staff and students * Develop leaders such that they are able to maximising the potential of a seamless education system at SCC through leadership opportunities both horizontally and vertically	* Unpack the Educational leadership Capabilities Framework, SLT and middle leaders * Middle leaders training in instructional and growth coaching * Synthesising and formalising key leadership roles, responsibilities, training and support from Y1 to Y13 * Promoting seamless education at SCC * Reviewing everything under a seamless educational lens * Coherent student leadership plan - Y4 - Y13	* Framework produced and synthesis of operational and implementation plans. * Use framework as a review tool as we move forward. * Student voice and staff voice surveys * Engagement data
	Partnerships — Genuine partnership with key stakeholders which support the vision of the school.		Partnerships	* Improve coherency of pathways through SCC and beyond * Leveraging the potential of the partnerships that we have at SCC to drive and improve the educational outcomes of our students and the community; Eg; internal, local, agencies and education and training.	* Review careers education and pathways (all pathways including tertiary, employment, vocational, trades etc) * Stocktake of the partnerships and SWOT analysis to develop an action plan for maximising the effectiveness of the partnerships. * Reconnect with the current partnerships groups * Develop a school-wide Home School Partnership team.	* Clear careers education and pathways strategy in place. * Action plan in place and begin implementation process.

*Academic Counselling

ANNUAL TARGETS 2021

Year	GOAL	Measure	Last 3 year trend	Previous Results 2018	2019	2020	2021	TARGET 2022
13	INCREASE the percentage of all students gaining NCEA Level 3	NCEA Level 3	↑	59.8	62.9	66.4	65.9	72.0
	INCREASE the percentage of all students gaining UE	UE	↓	19.7	29.3	12.7	21.1	30.0
	Remove the disparity between male and female students at Level 3 by accelerating the female student rate of achievement without	NCEA Level 3 - Female	↑	69.4	64.6	60.4	73.4	72.0
		NCEA Level 3 - Male	↑	48.3	61.3	71.9	57.6	72.0
	Increase rate of merit and excellence levels of achievement at Level 3 to match at least other decile 1 schools	NCEA Level 3 - Merit	↑	8.9	4.5	5.5	11.1	14.0
		NCEA Level 3 - Excellence	↑	1.3	3.4	2.7	4.9	5.1
12	INCREASE the percentage of all student gaining NCEA Level 2	NCEA Level 2	↓	55.6	57.4	69.5	55.5	79.0
	Remove the disparity between male and female students at Level 2 by accelerating the male student rate of achievement without	NCEA Level 2 - Male	↑	54.5	52.1	62.1	55.7	79.0
		NCEA Level 2 - Female	↑	56.6	63.5	76.0	55.3	79.0
	Increase rate of merit and excellence levels of achievement at Level 2 to match at least other decile 1 schools	NCEA Level 2 - Merit	↓	13.5	6.4	4.1	12.8	12.8
		NCEA Level 2 - Excellence	↑	3.4	1.3	4.1	5.8	5.0
11	INCREASE the percentage of all student gaining NCEA Level 1	NCEA Level 1	↑	46.0	50.6	61.6	52.8	70.0
	Increase rate of merit and excellence levels of achievement at Level 1 to match at least other decile 1 schools	NCEA Level 1 - Merit	↔	17.3	26.9	18.4	27.6	24.9
		NCEA Level 1 - Excellence	↔	6.7	3.8	6.1	5.3	8.0
10	ACCELERATE the progress of all students in Year 10 by 3 sublevels of asTTle Reading and Mathematics	Levels of the National Curriculum as measured by asTTle		New way of setting targets from 2020			3	3
9	ACCELERATE the progress of all students in Year 9 by 3 sublevels of asTTle Reading and Mathematics	Levels of the National Curriculum as measured by asTTle		New way of setting targets from 2020			3	3
8	ACCELERATE the progress of students of 40% of the students below the level of expectation at the end of Year 7 to reach the NZC Year 8 expected level in Reading and Writing	NZC Levels		New way of setting targets from 2020			40%	40%

7	ACCELERATE the progress of students of 40% of the students below the level of expectation at the end of Year 6 to reach the NZC Year 7 expected level in Reading and Writing	NZC Levels		New way of setting targets from 2020	40%	40%
6	ACCELERATE the progress of students of 40% of the students below the level of expectation at the end of Year 5 to reach the NZC Year 6 expected level in Reading and Writing	NZC Levels		New way of setting targets from 2020	40%	40%
5	ACCELERATE the progress of students of 40% of the students below the level of expectation at the end of Year 4 to reach the NZC Year 5 expected level in Writing and Mathematics	NZC Levels		New way of setting targets from 2020	40%	40%
4	ACCELERATE the progress of students of 40% of the students below the level of expectation at the end of Year 3 to reach the NZC Year 4 expected level in Writing and Mathematics	NZC Levels		New way of setting targets from 2020	40%	40%
3	ACCELERATE the progress of students of 20% of the students below the level of expectation at the end of Year 2 to reach the NZC Year 3 expected level in Reading, Writing and Mathematics	NZC Levels		New way of setting targets from 2020	20%	20%
2	ACCELERATE 40% of the students who are designated well below or below at the end of Year 1 in reading text to the next performance level, whilst maintaining positive progress of all other student in Year 2.	Reading text levels		New way of setting targets from 2020	40%	40%
1	ACCELERATE the Year 1 reading text levels registered in Term 4 to show 55% or more Y1 students operating at the expected text level band(Level 9-11), whilst maintain good progress for all students.	Reading text levels		New way of setting targets from 2020	55%	55%
Y1-Y13	ENGAGEMENT: Improve the attendance of all students to a weekly average of 85%	Attendance percentages at school.			85%	85%