



Charter

Tokomairiro High School

ID 0392

2011

INTRODUCTION

Mission Statement

Tokomairiro High School exists to provide the highest possible educational opportunities to meet the needs of our students and our community

Values Statement

*Our values are captured in our motto *Disciplina [learning], Moderatio [self control], Comitas [courtesy]**

In addition to our school motto values we have identified the following as core values for our school community and seek to have them taught and modelled in the daily life of the school:

Excellence:

Respect

Responsibility

Equity

Integrity

Vision statement:

Tokomairiro High School seeks to grow as a learning organisation that emphasises learning to learn strategies for learners, thus being well prepared to meet the challenges of the twenty first century.

Description of Our School and Community

In 1966 our modern day school replaced the existing District High School which had its roots in the first school opened on the Tokomairiro plain in 1856, and our state co-educational high school catering for students Year 7 to Year 14, was the first of its type in the lower part of the South Island.

Our school's name is derived from pre European times. The Tokomairiro Plain was a wetland area fed by the Tokomairiro river as it made its way from the hills to the Pacific Ocean. The early Waitaha people who arrived in the area about 445AD travelled the water ways in flax (raupo) canoes, which were propelled by poling. The Kati Mamoe (Ngati Mamoe) who followed them and then the Kai Tahu (Ngai Tahu) who came in the late 1700's also poled canoes through the wetland. Based on this history, one explanation of Tokomairiro is to leave in a direction poling a canoe. This explanation is captured in our school's crest.

Today Tokomairiro High School is a Year 7 to Year 13 school, situated in Milton, which is on State Highway One, about 55 kilometres south of Dunedin.

Our school has a decile 5 rating, and a roll of 289 New Zealand students and we have 5 short term international fee-paying students.

We serve the Tokomairiro District. This covers from Lake Waihola in the north, to the coast south of the Taieri River in the east, Lovells Flat in the south, to the Manuka Gorge on State Highway 8 in the west. Milton, which has a population of approximately 2000, is roughly at the centre of the district. The surrounding area is rural in character, with several small townships. This district, as a whole, supports a population of about 3500 people.

The community is employed mostly in farming and forestry industries and their associated services. We do have a woollen mill (Qualityarns NZ Ltd), a boat building industry (McLay Boats Ltd), and is the headquarters for a major construction and development company (Calder Stewart Industries). A number of sawmills operate in the district. The Otago Corrections Center is located at Milburn, just north of Milton. A number of people also commute to jobs in Dunedin and Mosgiel, and Balclutha (to the south).

Milton is well served with a variety of facilities, including a heated swimming pool, public library, and community recreation centre/gymnasium, a well-staffed medical centre, police station, primary schools and kindergarten.

Aims & Objectives

Our School's Aims

We aim to provide a safe and caring learning environment where students can develop a love of learning and a desire to learn.

Curriculum Delivery

To provide a positive, motivating and student centred learning environment where students benefit from teaching which:

- (i) effectively recognises their individual needs, abilities and learning styles
- (ii) ensures equal access to resources and opportunities that support their learning
- (iii) helps them take increasing responsibility for deciding and achieving their own goals
- (iv) sets high expectations of learning and personal conduct.

Curriculum Content

To provide students with the widest possible range of curriculum opportunities which include

- (i) an appropriate coverage of the national curriculum
- (ii) the skills needed for succeeding in life beyond school
- (iii) the social and citizenship skills necessary for relating effectively with others and the community.

Student Progress and Achievement

To monitor and report on each student's progress and achievements in ways that

- (i) give clear, dependable and balanced accounts of their strengths and weaknesses
- (ii) encourage and reward effort and perseverance
- (iii) help set goals for future learning and achievement
- (iv) foster skills and self-assessment.

Personnel

- (i) To be a good, consultative employer
- (ii) to have competent, committed and efficient staff
- (iii) to support their ongoing training and professional development through an effective system of performance management
- (iv) to promote and value good working relationships.

Finance

To manage the school's finances to the best advantage of student learning, and to ensure the availability of funds to meet both immediate and longer term projects and commitments.

Property

To provide attractive and well-maintained buildings and facilities that

- (i) serve the needs of student learning, a modern curriculum, the safety and well-being of everyone within the school, and
- (ii) model and reflect high standards and expectations within the school.

Community Involvement and Partnership

To foster a strong sense of community ownership of Tokomairiro High School, to be responsive to the make-up of the community in the opportunities available for involvement in the life of the school, and to reflect a style of relationships and communications that engender community confidence and support.

To provide a relevant community education programme and to ensure that our youth and adult training programme is tailored to their students' specific needs.

School Self-Review

To regularly self-review the school's performance in all areas of this charter to gauge effectiveness and to help decide priorities for future progress and development.

Cultural Diversity

To develop curriculum policies and practices that reflect, and are sensitive to, the backgrounds of the students and the cultures present in the community, and to be responsive to reference groups that represent cultural interests within the community. Tokomairiro High School will recognise and give effect in its strategic objectives, to the Memorandum of Understanding between Te Runanga O Ngai Tahu and the Minister of Education.

National Priorities

Tokomairiro High School will determine its priorities by focusing on national priorities.

National priorities are currently determined to be:

- Providing a safe physical and emotional environment for students.
- Providing opportunity for success in all essential learning and essential skill areas of the New Zealand curriculum.
- Improving numeracy and literacy, especially in Years 7 - 10. Using the National Standards at Years 7 & 8 to support improvement in student outcomes.
- Developing a range of evidence gathering practices that provide sufficiently comprehensive data to evaluate the progress and achievement of students.
- Improve the achievement of Maori and Pacifica students.

In meeting the national and local priorities, Tokomairiro High School undertakes to work within the National Administration Guidelines framework.

Recognising New Zealand's Cultural Diversity

Tokomairiro High School, as appropriate to its community, will develop procedures and practices that reflect New Zealand's cultural diversity and the unique position of Maori culture.

In recognising the unique position of the Maori culture, Tokomairiro High School will take all reasonable steps to provide instruction in tikanga (Maori culture) and te reo Maori (Maori language) for students whose parents request it.

To achieve this, the school will implement the following Maori Responsiveness Plan:

If a whanau requests a higher level of Tikanga and/or Te Reo than is at present evident in our school's Maori programme the staff and family will discuss and explore the following options:

- Further explain the existing programmes.
- Further extend the existing programmes if and as appropriate.
- Combine with a neighbouring school for parts of the day/programme.
- Dual enrolment with Correspondence School.
- Provide in school, support and resources to further enhance inclusion of Te Reo and Tikanga within the child's classroom.
- Explore other schools who may offer programmes closer to their expectations.
- Other negotiated actions.

Contributing To The National Education Priorities

Success For All

All Year 7-10 students will be given opportunities to gain knowledge, skills, attitudes and values identified in the New Zealand Curriculum Framework and the national curriculum framework. Year 7 & 8 students will be given opportunities to take ownership of their learning and know what to do to achieve National Standards.

Year 11 - 13 students will have access to programmes designed to ensure access to national qualifications at a variety of levels of achievement.

Specific strategies

- Gateway Programme
- Maintaining a good range of senior courses
- Utilisation of distance learning
- Citizenship programme
- Homework Centre
- Lunchtime catch-up class
- Art Expo
- Science Fair
- Entry requirements to academic classes
- Regular information to parents about the work ethic required for academic success
- Positive approach (assemblies/Genesis)
- Biennial music productions
- Outdoor education programme
- Interschool sports exchanges

- Drama events

A Safe Learning Environment

- Tokomairiro High School will provide a safe physical and emotional environment for all students
- Specific strategies
- Guidance Counsellor
- Peer Support Programme
- Peer mediation
 - Pastoral care network;- form teachers, deans, chaplain, health nurse, pastoral care committee
- Prefects
- Structured discipline system with a clear sequence of consequences
- Student council
- Student surveys
- Girls self defence/boys non violence (Nga Tane Toa)

Improving Literacy and Numeracy

Tokomairiro High School will place priority on improving student achievement in literacy. Special emphasis will be placed on students whose further education or training may be at risk through under-achievement in literacy and/or numeracy

Specific strategies

- National Standards at Year 7 & 8
- Targeted assisted resourcing to students identified at risk.
- Professional development focus on; - teaching literacy across the curriculum and improving personal literacy skills of teachers
- Peer supported reading and writing
- Whole school reading programme
- Athletics

Improving Outcomes for Students at Risk

We will draw on dependable assessment evidence to improve outcomes for students who are not achieving, or are at risk of not achieving, or have special learning needs.

Specific strategies

- Special needs co-ordinator
- Learning Support Centre focussing on literacy and numeracy support, with IEP, RTLBs
- Work experience and work exploration programmes
- Pastoral care network and liaison with outside agencies;- e.g adventure based counselling, community youth worker
- Off site provider;- Tokomairiro Training
- Skills Pathways
- Sports co-ordinator - lunchtime programme
- Enhanced recreation facilities.

Improving Maori Outcomes

We will work with our Maori families to plan, set targets for and achieve better outcomes for Maori students.

Specific strategies

- Biannual “Home Meeting” for Maori parents
- Board endeavours to co-opt Maori parent
- Annual inter-house cultural competition of school haka, waiata and national anthem in English and Maori
- Te Reo taught at Year 8 and offered at Year 9
- Performance of school haka and waiata
- School kaitiaki
- Participation in annual Otago Pounamu awards for Young Maori Achiever
- Annual identification and reporting to the Board of Trustees of achievement of Maori students
- Attendance of Maori students at careers expo specifically for Maori students
- Funding and encouragement for Maori students to participate in cultural events beyond our school
- Funding of visits by Maori performers
- Annual opportunity sought for full school powhiri
- Signage in Maori

Providing Career Guidance

Tokomairiro High School will provide career guidance from Year 7. Special emphasis will be placed on career guidance for at risk students who are unprepared for the transition to the workplace or further study.

Specific strategies

- Careers guidance counsellor
- Careers options evening
- Tertiary evening
- Senior students to tertiary open days
- Year 10 careers week
- Visits by tertiary education providers;- e.g. College of Education, Polytechnic, University
- Visits by employer groups; - e.g. armed forces
- Work experience and work exploration
- Specific taught careers classes at Years 12 and 13
- Attendance at careers expos for all Year groups

Reporting

Tokomairiro High School will report to students and their parents on the achievement of individual students and to our community on the achievement of students as a whole.

Specific strategies

- Annual department reports to the Board of Trustees
- Reporting to a Board of Trustees meeting by heads of department on a rotation basis
- Reports in the community newspaper
 - Ongoing individual academic successes
 - Annual - external examination results
- PTA meetings
- Parent "Home Meetings"
- Written reports each term, twice yearly parent interviews
- Reporting added value
- Community open days

Better Use of Student Achievement Information

- Evidence from National Standards / PAT / AsTTle / MidYs used for class profiles, individual education plans, class action plans
- Curriculum achievement levels used for classroom programme development
- Personal skills used for a whole school focus, eg, developing motivation to achieve.

Our School's Objectives

Curriculum Delivery and Content

Each year the board, through the principal and staff, will develop, revise and confirm its curriculum plan. Consultation with stakeholders will take place biannually.

Student Progress and Achievement

Each year the board will ensure that its curriculum plan sets out the purposes and objectives for assessing, recording and reporting on each child's progress, achievements and learning needs. Year 7 & 8 will be assessed and reported on National Standards. Year 9 & 10 will be assessed against National Benchmarks. Year 11 – 13 will be assessed against the National Qualifications Framework.

Personnel

In consultation with staff, the board will prepare plans and policies to reflect its commitment to being a good employer and for operating fair and effective performance management systems. Plans and policies will be reviewed regularly and revised as the need arises.

Finance

The board will prepare an annual budget to fund the school's curriculum, personnel, property and administration activities. The board will monitor and control income and expenditure throughout the year, and ensure the preparation, audit and publication of annual accounts.

Property

The board will comply with the conditions of any current asset management agreement, and prepare and implement an on-going plan of property maintenance and development, including provision for health and safety.

Community Involvement and Partnership

The board will have a policy with objectives for achieving parent-community support and involvement. The policy will be reviewed and reported on regularly, and revised as the need arises.

Cultural Diversity

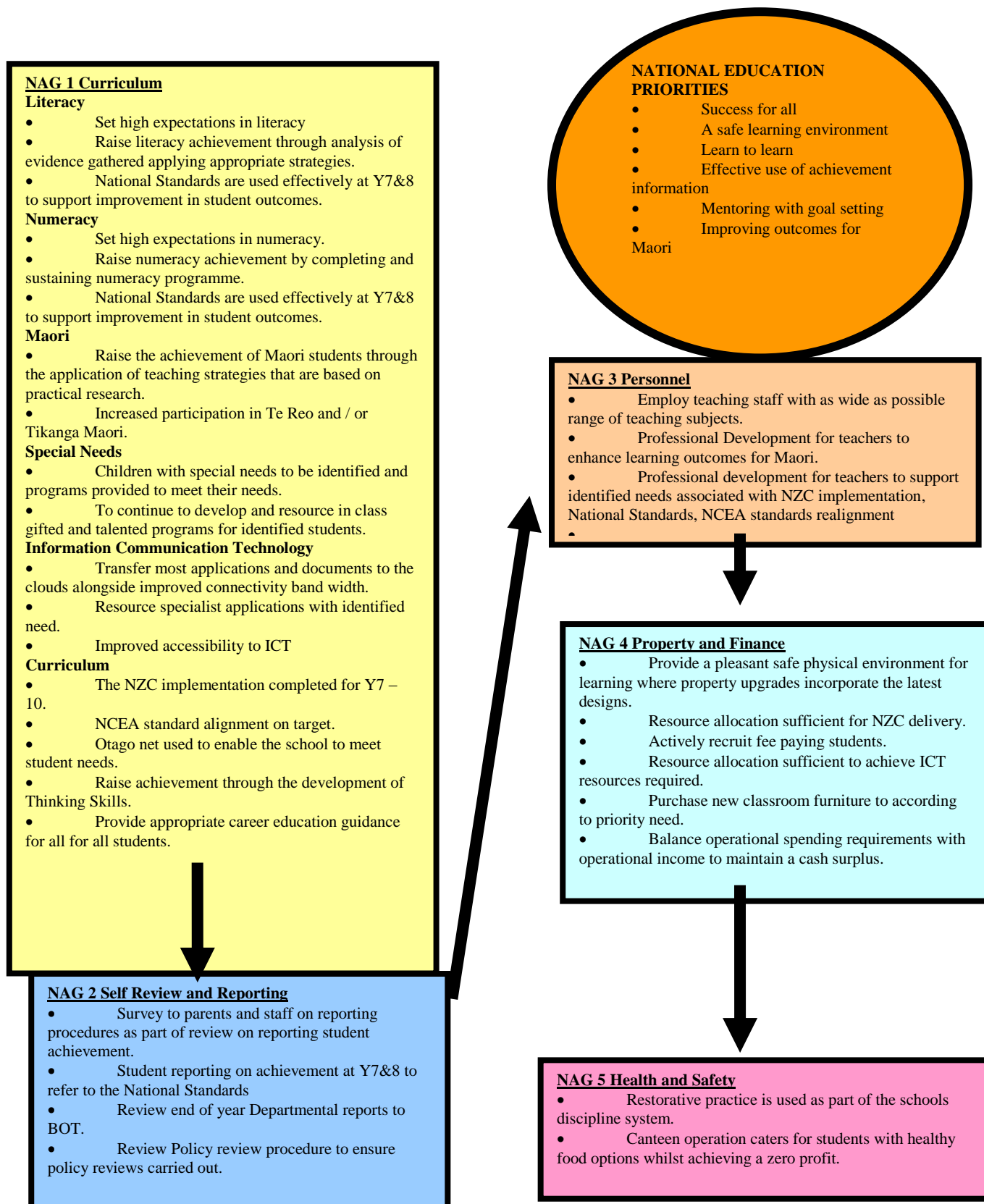
The school's plans and policies will be developed and implemented in ways that are sensitive to the cultural backgrounds and values of individual children and their families. This includes recognition of the unique position of Maori.

School Self-Review

The board will have an annual time plan for the ongoing review of its plans and policies, ensuring that each plan and policy defines the procedures for its review. Reports from reviews will form the basis for deciding priorities for school development and improvement.

STRATEGIC SECTION

Overview of Strategic Direction from 2010 to 2012, Next strategic plan set in 2012



STRATEGIC SECTION – STRATEGIC PLAN 2010 TO 2012

Curriculum goal: Review and align curriculum documentation to the Revised New Zealand Curriculum. Develop Literacy and Numeracy skills with valid assessment. Identify barriers to learning, student strengths and provide opportunities for them. Support Sports opportunities for the children. Develop Te Reo Maori opportunities.

OBJECTIVES	NAG	2010	2011	2012
Set high expectations in Literacy and Numeracy National Standards Y7-8	1	Home Room Department Head responsible for introducing National Standards. Home Room Department Head to liaise with HOD Mathematics to implement Numeracy National Standards. Teachers attend Professional Development sessions available.	Home Room Department Head continues National Standard implementation. National Standards reporting explained to parents and reports done. Teachers with National Standards subjects at Y7-8 set targets aiming to improve achievement in standards.	Home Room Department Head and Head of Mathematics must report on National Standards in Annual report. Plus National Standard analysis of achievement data used to formulate what next.
Raise Literacy and Numeracy achievement Y9-13	1	Head of English Identify low achievers in literacy Y9-10 and allocate 0.4FTTE to provide targeted support. Principal to resource small class at Y11 targeting low achievers in numeracy and literacy at level 1 NCEA	Head of English to Initiate peer support reading for targeted low achievers in literacy at Y 7-10. Principal to Increase time allocation to sustained silent reading across whole school. Principal to allocate 0.1FTTE to English and Mathematics teachers to assist in targeting low numeracy and literacy achievers. SENCO to introduce the SPEC programme to low literacy and numeracy achievers.	Principal to allocate 0.1FTTE to teachers to target student needs in literacy and numeracy. Head of English to evaluate peer support reading programme. SENCO to evaluate SPEC programme. Principal responsible for Teacher Target setting to focus on literacy and numeracy.
Raise the achievement of Maori students through the application of teaching strategies that are based on practical research	1	Staff meeting time used for instruction in Te Reo pronunciation for staff. Principal responsible. Budget allocated.	Principal and Kaitiaki Maori introduce research information based on Te Kotahitanga to staff. Kaitiaki Maori takes Professional Development sessions with staff on teaching pedagogy for Maori. Principal initiates that Teacher target setting has Maori Achievement in it.	Principal and Kaitiaki Maori to arrange a staff Maori culture experience. Principal and Kaitiaki Maori to investigate ways of making the school environment have more Maori recognition. Principal to ensure that Teacher targets have a Maori achievement component in them. Annual Principal to ensure that Department Annual Reports must include a separate section focused on Maori achievement analysis and next steps.

OBJECTIVES	NAG	2010	2011	2012
Increase participation in Te Reo and Tikanga Maori	1	Principal and Kaitiaki ensures that a Kapa Haka Tutor is employed 2hrs per week. House Cultural competition runs across whole school as organised by Kaitiaki Maori. Matariki acknowledged in a special assembly as organised by Principal and Kaitiaki.	Principal and Kaitiaki ensures that a Kapa Haka Tutor is employed 2hrs per week. Kapa Haka at night and invite Primary aged children. House Cultural competition runs across whole school as organised by Kaitiaki Maori. Matariki acknowledged in a special assembly as organised by Principal and Kaitiaki.	Principal and Kaitiaki ensures that a Kapa Haka Tutor is employed 2hrs per week. House Cultural competition runs across whole school as organised by Kaitiaki Maori. Matariki acknowledged in a special assembly as organised by Principal and Kaitiaki. Principal and Kaitiaki to evaluate Maori consultation responses and set next steps
Special needs students identified and programs provided	1	SENCO in consultation with staff identifies students. Special Needs teacher from Sarah Cohen allocated 0.4FTTE to assist in programs. Principal and SENCO to ensure ORRS allocation used effectively.	SENCO in consultation with staff identifies students. Special Needs teacher from Sarah Cohen allocated 0.4FTTE to assist in programs Five hours per week allocated to employ an administrator to assist SENCO Principal and SENCO to ensure ORRS allocation used effectively.	SENCO in consultation with staff identifies students. Special Needs teacher from Sarah Cohen allocated 0.4FTTE to assist in programs Five hours per week allocated to employ an administrator to assist SENCO Principal and SENCO to ensure ORRS allocation used effectively.
NZC implementation completed for Y7-10	1	Curriculum action project team set up by Principal to ensure learning area sharing of ideas. NZC progress monitored through Quality Manager appraisal of learning areas, results notified to Principal.	Curriculum action project team set up by Principal to ensure learning area sharing of ideas. NZC progress monitored through Quality Manager appraisal of learning areas, results notified to Principal. Principal leads a curriculum review focused on timetable structure.	Principal along with Senior Team implements recommendations of 2010 curriculum review. Principal expects all learning areas to comply with NZC documentation and practice. Curriculum action project team evaluates where at and where next.
NCEA realignment on target as set by NZQA	1	Heads of learning areas associated with NCEA Level 1 implement standards alignment. Heads of Learning areas associated with NCEA Level 2 prepare for implementation.	Heads of learning areas associated with NCEA Level 2 implement standards alignment. Heads of Learning areas associated with NCEA Level 3 prepare for implementation.	Heads of learning areas associated with NCEA Level 3 implement standards alignment. .

OBJECTIVES	NAG	2010	2011	2012
Otago net used to enable the school to meet student needs.	1	Principal ensures 0.1FTE allocated in budget to Otago net. Deputy Principal ensures subject choices in senior school not offered by the school are offered by Otago net. Principal ensures that timetable allocations recognise the extra duties of e teachers in our school.	Principal ensures 0.1FTE allocated in budget to Otago net. Deputy Principal ensures subject choices in senior school not offered by the school are offered by Otago net. Principal ensures that timetable allocations recognise the extra duties of e teachers in our school.	Principal ensures 0.1FTE allocated in budget to Otago net. Deputy Principal ensures subject choices in senior school not offered by the school are offered by Otago net. Principal ensures that timetable allocations recognise the extra duties of e teachers in our school.
Raise achievement through the development of thinking skills	1	Deputy Principal ensures Mentoring system is implemented to develop goal setting, key competencies, values and thinking.	Pastoral care time allocation in timetable rearranged to strengthen Mentoring. Deputy Principal ensures Mentoring system is ongoing to develop goal setting, key competencies, values and thinking	Deputy Principal ensures Mentoring system is ongoing to develop goal setting, key competencies, values and thinking. Time allocation and structure of Mentoring developed to reflect result of 2010 timetable review.
Provide appropriate career education guidance for all students	1	Careers adviser to ensure that career information is provided to all year levels. Careers advisor is to ensure the Y13 students receive advice necessary for preparing for tertiary study.	Careers adviser to ensure that career information is provided to all year levels. Careers advisor is to ensure the Y13 students receive advice necessary for preparing for tertiary study.	Careers adviser to ensure that career information is provided to all year levels. Careers advisor is to ensure the Y13 students receive advice necessary for preparing for tertiary study.

OBJECTIVES	NAG	2010	2011	2012
Review reporting to parents on student achievement.	2	Report system reviewed by staff. Led by DP	DP implements report changes resulting from staff consultation	DP reviews changes including seeking parent opinion of the report system
Review Annual Department Reports	2	Review format given to learning areas by Principal.	Principal continues review with focus on teachers planning next steps on achievement data gathered.	Principal and Board can read that targets are set based on student data and relate to achievement improvement
Self review systems reviewed	2	Principal and Kaitiaki lead Maori consultation on wharehenui concept. Hui arranged. Other examples researched. Kaumatua collaboration asked for.	Home meetings plus Maori consultation held. Student survey implemented with prefect collaboration. Board policy review system updated. Principal responsible	Home meetings not held thus use opportunity to review this. Quality Manager system review against professional standards and NCEA. Principal and Board responsible.

OBJECTIVES	NAG	2010	2011	2012
Employ teaching staff with the widest range of teaching subjects	3	As new appointments arise the Principal and HOD concerned will appoint on the most skilled person for the position, but will consider the wider contribution to our school	As new appointments arise the Principal and HOD concerned will appoint on the most skilled person for the position, but will consider the wider contribution to our school	As new appointments arise the Principal and HOD concerned will appoint on the most skilled person for the position, but will consider the wider contribution to our school
Professional development of staff to enhance learning outcomes for Maori	3	Te Reo speaker employed part time to lead language sessions in Staff Meetings. Principal and Kaitiaki Maori responsible.	Kaitiaki Maori leading staff development in teaching pedagogy for Maori. Te Ko Tahitangata philosophy applied. Maori achievement included in targets as set by the Principal.	Maori Achievement targets compulsory for all teachers and must relate to Maori achievement data. Principal leads this. Kaitiaki continues to lead professional development in pedagogy for Maori.
Professional development of staff to support needs associated with NZC and NCEA realignment implementation	3	Board set Professional Development Budget that enable staff to attend development opportunities	Board set Professional Development Budget that enable staff to attend development opportunities	Board set Professional Development Budget that enable staff to attend development opportunities

OBJECTIVES	NAG	2010	2011	2012
Provide a safe physical environment	4	Engineer survey to determine earthquake compliance, then work carried out to ensure compliance if necessary. Bus Shed and Tractor Shed to be demolished, new shed built Board and Principal responsible	B1 to B4 renovated to modern standards and specifications Board and Principal responsible.	Y12 common room and old maths resource room renovated to create modern learning space. Property plan review to initiate next five year cycle. Board and Principal responsible.
Actively recruit fee paying students	4	International coordinator to market in Thailand to protect our short term market. International coordinator initiates long term market investigation	School joins Education Dunedin. International coordinator to follow up on marketing for long term international students	Targets met 10 Short term international students 5 long term international students. International coordinator responsible.
Apply financial control to keep cash surplus	4	Learning areas provided with regular feedback on expenditure. Staff to have clear guidelines on student payments. Principal to monitor departments and provide supervision if required.	School Fees only are debited on school accounts. Student payment guidelines monitored by Office staff and Principal. Board approves debit expenditure with cash reserve amount in mind.	2011 financial position evaluated by the Board in order to determine next steps. Quarterly Bulk Funding effect evaluated by Board in order to determine strategies, in association with Principal, for 2012

OBJECTIVES	NAG	2010	2011	2012
Restorative practice is part of our pastoral discipline system	5	Restorative practice committee set up. Deans trained in Restorative practice.	Restorative practice committee chairperson trained. Teacher only day focused on Restorative practice, Australian expert facilitates the training. Follow up Staff development on restorative practice in staff meetings.	Restorative practice evident in pastoral and discipline systems. Restorative practice systematic in Senior Leadership Team.
Canteen operation breaks even whilst providing healthy food	5	Canteen Manager develops management procedures that reduce costs	Canteen Manager with Canteen committee publicises canteen to parents and students	Canteen committee review canteen operation for the last two years and makes recommendations for the future.

OBJECTIVES	NAG	2010	2011	2012
To maintain accurate records of admissions and withdrawals from the school	6	To give accurate figures to MOE at reporting times. Provide accurate lists for buses,staff etc. ENROL fully implemented.	To give accurate figures to MOE at reporting times. Provide accurate lists for buses,staff etc. SMS to enrol transfer in place	To give accurate figures to MOE at reporting times. Provide accurate lists for buses,staff etc.
To maintain accurate attendance registers and days the school is open for instruction	6	To fulfil Moe requirements of record keeping for each child in the year. Apply electronic attendance marking using musac	To fulfil Moe requirements of record keeping for each child in the year. Apply electronic attendance marking using musac	To fulfil Moe requirements of record keeping for each child in the year. Apply electronic attendance marking using musac

ANNUAL SECTION

SCHOOL IMPROVEMENT TARGETS 2011

- **National Standards Literacy**

To improve the literacy in the Year Seven group such that the national standard is achieved in Reading and Writing.

Strategies will be employed that aim to increase student understanding and use of vocabulary words. In writing students will improve their ability to express self through writing using correct punctuation and paragraphing.

Also looking to increase the enjoyment of reading.

The success of this intervention target will be measured by AsTTle reading, writing assessment in two genres plus overall teacher judgement. This evidence will also reflect in the National Standards achievement statistics.

Alongside the above, at Y7,8,9, students identified with poor literacy will take part in a pair reading programme that will span ten weeks. These students will be identified by PAT, STAR and BURT testing. At the end of the ten week period they will be assessed again to determine if any shift has occurred.

Budget: \$1000 targeted to literacy.

- **Numeracy**

To improve the numeracy achievement in Year Seven with targeted teaching strategies such that the National Standard is achieved. Based on the numeracy testing at the start of the year the student needs are targeted.

This target is measured by numeracy retesting at the end of the year and comparing the student stages.

Budget: Four hours Teacher time allocated to numeracy.

- **Maori Achievement**

The analysis of the 2010 target on Maori achievement indicates that there is still work to be done in this area.

The teaching staff will continue to participate in a professional learning programme involving te reo plus tikanga.

As part of the professional learning programme teaching staff an emphasis will be placed on teaching strategies that work well for Maori students as identified by Russell Bishop's Te Kotahi Tangata programme. .

The outcome of the strategy is for staff to have, and use, knowledge of basic Maori language phrases to use appropriately in the class room plus apply teaching strategies that work for the rakatahi.

Achievement levels of Maori students are improved compared to 2009 and 2010.

Retention of Senior Maori students is improved compared to 2009 and 2010

Budget: \$4200 plus 1MU to Kaitiaki

- **Revised New Zealand Curriculum**

At the end of 2011 it is expected that all learning areas are delivering the revised national curriculum at year's seven to ten. This target can be measured by learning areas providing evidence that their schemes, plus lesson resource material incorporates meet the NZC requirements.

Budget: Departmental Budget allocations

- **Restorative practice**

The school aims to increase the restorative approach within the pastoral care, discipline system. This strategy is aiming to improve relationships and having students taking responsibility for their behaviour.

To measure whether this strategy is having an effect an analysis of the 2011 pastoral care records will be carried out and compared to the 2010 records. Key indicators will be the amount of repetitive behaviours, the number of stand downs / suspensions, and then the number of punitive discipline interventions in total.

Budget: \$5000 of Professional Development Budget allocated to Restorative PD

- **Enhanced use of ICT**

The school seeks to increase the use of 21st century technology in the teaching and learning. This strategy involves the use of student personal devices as educational tools. To assist this there will be a wireless hot spot for students set up. Computer access will be upgraded alongside upgrading some machines. Some Otago net students will be issued with net books. Staff will be further trained in the use of google apps.

This strategy will be measured by the number of new computers, the observations of staff on student use of personal devices for learning, the net book use and the use of google apps as a teaching and learning tool.

Budget: \$35000 allocated to purchase of new computers, \$4000 allocated to purchase of net books.

Teachers are setting targets within the framework of our school improvement targets. Sample teacher targets are included:



Tokomairiro High School

Targets 2011



Departmental goal



Teacher Target

Strategic Goal	To improve the writing standard of students in my class			
Objective	To shift the students from a “working towards” to “working at” the National Standard.			
Historical Background	Initial assessments showed 17 out of 19 students were working towards the standard.			
Year Group	8Ds	Focus Group	all	
Gender	both	Ethnicity	all	
Targets	Actions	Responsibility	Resources	Completion Date
<ol style="list-style-type: none"> Students write using correct structures [spelling, punctuation, paragraphing, vocabulary and grammar] Students correct their work using critical eye and patience students understand the different purposes for writing and write accordingly. 	<ol style="list-style-type: none"> Students are given many opportunities to write Students are given time to edit their own writing with guided tips from teacher as to what to look for. introduce peer marking and paired writing opportunities. discuss frequently and demonstrate correct writing conventions. 	Teacher: <ul style="list-style-type: none"> to set up writing opportunities to set up peer marking and paired writing groups to mark work thoroughly, regularly and give students time to correct 	<ul style="list-style-type: none"> writing books log books [to record homework and provide information for parents] writing time Australian Writing Exam? 	End of year



Tokomairiro High School

Targets 2010

Departmental Target

Teacher Target

Strategic Goal	National Standards			
Objective	For all students to reach the National Standard in reading and writing by the end of 2011.			
Historical Background	Last year there were quite a few students below and it was also the first year that the standards were implemented. This year it will be important to make this a focus. Promotion of reading and writing within all classes will be key.			
Year Group	Year 7 and 8	Focus Group	7Ma	
Gender	Male and Female	Ethnicity	NZ, Maori, Australian - ALL	
Targets	Actions	Responsibility	Resources	Completion Date
To have all students using correct punctuation in writing and paragraphing.	Implement writing groups in all Hro and ESR classes. Set homework that focuses on proofreading skills.	Teacher – needs to implement activities within writing groups. Needs to make sure homework is clear and specific.	Logbooks for homework. Exemplars of written work at a high standard.	Term 4 – by the time NS reports are sent home.
For all students to enjoy reading.	Have reading groups help design interesting and engaging activities. Student centred workshops where reading is the focus. Have Greig help with book selections.	Teacher – model reading. Students – group work to decide on activities. Greig – to help motivate kids with interesting books.	A range of books. The library. Greig.	Mid year
Every student is to complete 3 reading logs per week, using a range of texts.	Remind students of homework. Have descriptions of what they need to be writing in the “comment” category. Have students share ideas of what they are writing.	Student – complete homework. Teacher – provide interesting texts on a range of genres. Kerri – checking of reading logs on Mondays	Texts, reading log exemplars.	To be completed throughout the year – ongoing.

PROCEDURAL INFORMATION

Proposed processes and timeliness for consultation with the school's community including the Maori community

Consultation is set to occur every two years. The last consultation was in 2009, thus the next consultation occurs in 2011.

The process is:

- Parent home meetings are arranged by the PTA. The area of the school community is divided into three and volunteer parents host the meeting at their house. The volunteer parents ring others in their area and invite them to the meeting. The Principal and Board Chairperson attends the meeting. At the meeting the Principal and Board chair give a summary of where we are at present and what our strategic direction is. Curriculum matters and NAG's are briefly explained. The parents are then asked to fill in a survey questionnaire. Then a discussion occurs where parents can ask questions and / or make comments. These are minuted for future reference.
- Maori consultation is arranged by the Kaitiaki Maori. The meeting takes place off site, although this year we are considering a strategy of holding the meeting the same night as our kapahaka group practice, which would make it in the school hall. Maori protocol is followed and the emphasis is on oral feedback coupled with group response on poster paper. At the end Maori parents are given the option to complete the survey questionnaire if they wish.
- Student consultation is overviewed and arranged by the Principal. The prefects go over the questionnaire used first and make suggestions in order to make it student friendly. After that the Prefects give the students the survey to fill out during an allocated time period. Any discussion held after that is minuted by the prefects.
- The Principal sets up a staff consultation process. The process is similar to the home meetings. The staff fill out the questionnaire then a general discussion occurs which is minuted.
- At the conclusion to this process a report is constructed on each sector feedback which is then given to the Board. The Board then uses this feedback to set the strategic direction ahead.

Time line for Planning and Reporting:

1. October 2011. First Board meeting of term four. Board reviews Annual Department Report format to ensure appropriate information is received for planning and reporting.
2. October 2011. Teaching staff notified of Annual Report 2011 format and expectations highlighted. Deadline for report stated.
3. February 2011. Board looks at strategic plan, plus action plan for 2012.
4. Monday 28 February 2012 Learning Area Annual Reports due to the Board.
5. By 31 March 2012 charter submitted to the Ministry of Education.
6. 2012 Board sets the next strategic plan from 2013 to 2016