



Tokomairiro High School

Charter 2017

ID 0392

INTRODUCTION Our School

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 4 rating, and a projected roll of 275 for March 2017. We usually have 2 international fee-paying students for Terms 1 and 2 and 6 short term Thai students arriving late March for a three week stay. We serve the Tokomairiro District. This covers from Lake Waiholo in the north, to the coast south of the Taieri River in the east, Lovell's 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 school also has an offsite tertiary training base called Tokomairiro Training.

The community is employed mostly in farming and forestry industries and their associated services. We have timber mills, a boat building industry (McLay Boats Ltd), and Milton is the headquarters for a major construction and development company (Calder Stewart Industries). The Otago Corrections Centre is located at Milburn, just north of Milton. A number of people also commute to jobs in Dunedin and Mosgiel (to the north), 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.

The National Education Goals and National Administration Guidelines

The Tokomairiro Board of Trustees is committed to fulfilling the intentions of the National Education Goals and the requirements of the National Administration Guidelines. It will achieve this through an up to date policy framework contained in the Policy and Procedures of the school. This will be achieved through a series of processes and systems including orientation, strategic meetings and plans covering communication with stakeholders, risk management and accountability.

Our school is committed to meeting the government priorities for educational achievement. We recognise the importance of National Standards in assisting in achieving the target of 85% achievement in NCEA Level Two in 2017. We also recognise the importance of that target relating to the achievement of Maori, Pasifika and learners with special education needs.

These areas are to be addressed through our strategic plan and annual targets with involvement in School Wide Positive Behaviour for Learning, appointing a Tikanga Maori Teacher and through staff professional development. Our self-review systems and procedures will enable us to monitor and evaluate our commitment.

Cultural Diversity

We are committed to acknowledging our responsibilities under the Treaty of Waitangi and the Memorandum of Understanding between Te Runanga O Ngai Tahu and the Minister of Education.

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. This commitment is apparent in the Board of Trustees with the Board funding a teacher of Tikanga and Te Reo Maori. This commitment involves developing the teaching of Te Reo Maori into the senior school, having a Whare Wananga on site and on-going engagement with whanau. The Whare Wananga was developed over the 2015/16 summer break.

Our School Curriculum

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 bi-annually.

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 against 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, and 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.

Late 2015 the major project of the upgrade of C block (two storey block) into a modern learning environment with break out learning spaces began. This was completed October 2016. In completing the C Block project most of the property allocation funding has been used until July 2017. The next area for development within the school is the other half of B block, the science laboratories.

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 on-going 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.

Procedural Information

Consultation Process:

Consultation will occur every year although the form will vary each year.

The process is:

- Specific focus consultation groups are set up. These groups are set up with volunteer members who are prepared to receive school documents for review and provide written feedback. The volunteer members are from the school's stakeholders.
- Maori consultation occurs every year and is arranged by the Kaitiaki Maori.
- A consultation / feedback process is currently being developed involving the use of the internet either through surveymonkey / email / social networking. Student consultation is overviewed and arranged by the Principal. NZCER surveys or alternative will continue to be used.
- The Principal sets up a staff consultation process. The staff fill out the questionnaire then a general discussion occurs which is documented.

- The school newsletter through the weekly Genesis is used for information sharing and obtaining community opinion.

Community of Learning

As members of the Tokomairiro Community of Learning our wish is to have a shared aspiration for the learners of our local community. Collaboration of the five schools and five early childhood centres has resulted in the development of our vision: *through collaboration we are all stronger*.

This vision is supported by the whakatauki that has inspired and directed our Community of Learning: *Ki to kohahi te Kaakaho ka whati, ki te kaapuia, e kore e whati. When reeds stand alone, they are vulnerable, but bound together they are unbreakable.*

As a Community of learning our shared mission is *every learner reaching their full potential*.

Timeframes:

1. Teacher only day, January 2017, teaching staff notified of priorities for 2017.
2. Late February, the draft 2017 charter, strategic plan and analysis of variance presented Board of Trustee for consultation.
3. By late February NCEA achievement analysis for 2017 received from learning areas for BOT.
4. Early March 2017. Analysis of Variance sent to the Ministry of Education, along with the Charter and Strategic Plan.
5. Accounts to auditor by 31 March 2017.
6. Audited Annual report to Ministry of Education by 31 May 2017.
7. October 2017 Board looks at strategic plan, plus action plan for 2018.
8. December 2017 Learning Area Annual Self-review Reports due to the Board.
9. November - December 2017 Board sets the next strategic plan from 2018 to 2020.

*MISSION:
Working together to inspire excellence in education, in character and in life.*



Tokomairiro High School

*Kua eke ki te taumata honore
- growing to honourable status -*

VALUES
Respect
Responsibility
Excellence



Strategic Plan 2017 to 2019

As a result of community consultation, the analysis of school wide achievement data and information, the analysis of variance and the self-review process the board has identified the following strategic aims.

Strategic Direction 2017:

- All students are engaged in learning: AREA focus: Attendance, retention, engagement and achievement
- Targeted interventions are used to raise student achievement
- Striving for personal excellence is promoted and celebrated
- Māori students engaged in learning
- Cultural diversity is recognised and celebrated
- Positive relationships and restorative practices are part of our culture
- Enhanced e-learning facilitating personalised and independent learning

Strategic Aims:

The Board of Trustees has identified the following strategic aims

- Each student will receive an education that enables them to reach their highest level.
- Each student will make progress throughout their education through effective teaching, relationships, assessment and resourcing.
- Parents, family and whanau are actively engaged in supporting the mission and values of our school.
- A sustainable process of school self-review enables the school to continuously improve student outcomes.

Aims		2017	2018	2019
<p>Each student will receive an education that enables them to reach their highest level.</p>	<p>Personal Excellence</p>	<p>Striving for personal excellence a focus for staff and students. High Academic achievement and quality celebrated and promoted. Merit and excellence awards celebrated in assembly.</p>	<p>Celebration – students promote their own success →</p>	
	<p>Cultural Diversity</p>	<p>Cultural diversity recognised and celebrated. → Whanau class developed. Te Reo programme extended. International Student programme in place.</p>	<p>Whanau class becomes “class of choice” for Maori students. →</p>	
	<p>Using data</p>	<p>Use of data is the basis of teacher planning. Head of departments / head of learning areas use achievement data to reflect on teaching practice in order to change strategies to improve engagement. → AREA focus (Attendance, Retention, engagement, achievement) - data is collated and analysed. → Information analysis used to set attendance strategy targets. → Teaching as Inquiry continues to be the tool to drive teacher learning. →</p>	<p>Use of data continues to be the basis of teacher planning. → Attendance continued to be monitored. →</p>	

	Student Engagement	<p>School Wide Positive Behaviour for Learning systems and practices embedded into school culture.</p> <p>Tier 2 strategies are becoming the norm; systems established. →</p> <p>Restorative Practice key focus for professional development for staff and behaviour management systems across the school. →</p> <p>Student engagement survey analysis used to set targets. →</p>	<p>Tier 2 systems embedded into daily routines.</p> <p>Continue to develop restorative practice understanding and skills with staff, students and community. →</p> <p>Student engagement survey continues to be the basis for setting targets and developing programmes →</p>	<p>Tier 2 systems embedded into the culture of the school.</p> <p>→</p> <p>→</p> <p>→</p>
	Careers Advice	<p>Careers' adviser to ensure that career information is provided to all year levels. →</p> <p>Careers team to ensure the Y12/13 students receive advice necessary for preparing for tertiary study. →</p> <p>Vocational Pathways identified for all students. A focus on VP endorsement for all students →</p>		<p>→</p> <p>→</p> <p>→</p>
	Curriculum	<p>Students are involved in decisions about learning content. →</p> <p>Distance Education is given the resourcing required to reflect its importance at our school to maintain subject choice at Y11-13.</p> <p>Trades Academy / Secondary Tertiary options accessed for identified students. →</p>	<p>Online learning available to meet the needs of students. →</p>	<p>→</p> <p>→</p> <p>→</p>

	Safe environment	<p>School focuses on providing a safe environment for all stakeholders. Student-led “GO TO Team” work with students to reduce bullying. →</p> <p>Peer support is part of the culture of the school. →</p> <p>Student leadership committees student led and embedded into student culture. →</p>		
Aims		2017	2018	2019
Each student will make progress throughout their education through effective teaching, relationships, assessment and resourcing.	Attendance	<p>All students engaged in learning: AREA focus: Attendance, retention, engagement and achievement. Attendance monitoring continues to be a focus. Attendance systems integrated into the pastoral care system such that early identification and action occurs for those at risk. 100% attendance celebrated each term. →</p>	<p>Attendance monitoring routines embedded into practice. →</p>	
	Assessment	<p>Assessment for learning used to recognise “next steps” for student learning. →</p> <p>Teaching as Inquiry embedded into teacher practice. Teacher as inquiry focused on target groups, especially students at risk of under achieving. →</p>	<p>Assessment for Learning – teachers and students together identify new learning steps. →</p> <p>Reflective practice embedded into the community of practice groups with professional learning occurring across all groups. →</p> <p>Spirals of inquiry the basis of all we do. →</p>	<p>Assessment for Learning - students are able to identify their next learning steps. →</p>

	Effective Teaching	<p>Teacher skill in using ICT technology evident in the teaching and learning within the classroom delivery strategies. New e-learning teacher appointed.</p> <p>Collaboration across the Community of Learning to strengthen the pathway for all our students.</p> <p>Professional development to leading to shared understanding and teacher practice across all levels of the CoL.</p> <p>Teacher cultural responsiveness professional development ongoing.</p>	<p>e-Learning integrated into all subject areas. →</p> <p>Teachers across transition levels of the CoL planning and working together.</p>	
	Achievement	<p>Head of departments / head of learning areas use achievement data to reflect on teaching practice in order to support the progress of students.</p> <p>The board is provided with progress and achievement information in relation to National Standards. These reports show clearly the progress of students by year level, gender and ethnicity with a focus on Maori, Pasifika and students with special education needs.</p> <p>Targeted actions are used to accelerate progress against national standards. →</p>	<p>Achievement data continues to be the basis of identifying student need and reflection on teaching. →</p> <p>National Standard achievement continues to be analysed and reported to the BOT. →</p> <p>Underachieving students identified and targeted intervention put in place. →</p> <p>→</p>	

	Cultural	<p>School culture reflects the bi-cultural nature of its stakeholders. Maori students are proud to be Maori. →</p> <p>Maori students achieving to potential. →</p> <p>Whare wananga being used by members of the local Maori community. →</p> <p>Local Maori community providing support for student learning. →</p>		
	Student Engagement	<p>Teacher practices based on the Effective Teacher Profile and/or Tātaiako.</p> <p>Restorative practice continues to be the focus of the school behaviour management system.</p> <p>Form teachers are mentoring their students in relation to AREA data.</p> <p>Weekly monitoring reported to parents for Y7 –10. Junior monitoring used to motivate junior students</p>	<p>The Effective Teacher Profile is the basis of classroom relationships. →</p> <p>.</p> <p>Mentoring of students an integral part of the form teacher role. →</p>	

	Student Voice	Student survey practice is embedded into the school culture with resultant information used to effect positive change for student benefit.	→	→
		Student Council continues to be a proactive voice in the school.	→	→
		Student representatives involved in all groups making decisions about students.	→	→
	Resourcing	School continues to manage a positive budget.	→	→
		Annual budget developed based on identified learning needs.	→	Annual budget continues to address identified learning needs. →
		HODs manage department budgets within guidelines given.	→	→

Aims		2017	2018	2019
Parents, family and whanau are actively engaged in supporting the mission and values of our school	Parent contact	Contact with parents – teachers communicate regularly with parents.	Contact with parents – parents communicate regularly with form teachers and classroom teachers.	→
		Parents invited/encouraged to attend school activities.	→	→
	Mentoring	Mentoring processes used as the basis of student parent teacher meetings.	Student-led sessions – student parent teacher meetings.	→

	Whanau engagement	Local Maori whanau a regular part of our school. Skills of local Maori used within our tikanga programmes →	→
		Restorative practices used for behaviour management enhance whanau engagement with the school. →	→
	Promotion in community	School mission and values promoted in the community through Genesis, student representation, activities in the community. →	→
		Celebration of student successes promoted in the community.	
Consultation	Parents surveyed/consulted regularly. →	→	
	Parent involvement in SWPB4L, restorative practices and other initiatives encouraged. →	→	
Reporting	National Standards written reports for parents are provided in plain language at least twice a year. National standards information is used as part of the community consultation process.	Reports to parents written in clear language and show student progress against national standards / curriculum levels. →	
	School reports issued for senior students three times per year. Parents able to access information through the parent portal.	Parent portal used for parents to monitor student progress. →	
	Junior monitoring reported weekly. Formal reporting twice a year for Y7-10 students. →		

Aims		2017	2018	2019
<p>To have a sustainable process of school self-review that enables the school to continuously improve student outcomes.</p>		<p>A sustainable process of self-review is evident by a self-review procedure being supported by:</p> <ul style="list-style-type: none"> ● Student, staff, parents and whanau consultation ● Full Department Reviews 3 yearly ● Annual Department Reports. ● Curriculum documentation ● Student achievement data ● Student progress reports to parents ● Student involvement in decisions that affect them. ● Appraisal information to the board ● Staff Professional development targeting identified need. ● Board policy & procedure review cycle maintained. <p>Board legislative requirements met.</p> <p>ERO audit findings align with school self-review information.</p>	<p>The school self-review processes continue.</p>	<p>The school self-review processes continue.</p>