



# Tokomairiro High School

## Charter 2019

### 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 245 for March 2019. We usually have 2 or 3 international fee-paying students and a group of 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 achievement at junior levels to assist in achieving the target of all school leavers achieving at least NCEA Level Two in 2019. We also recognise the importance of that target relating to the achievement of Maori, Pasifika and learners with special education needs. These areas are addressed through our strategic plan and annual targets. Our self-review systems and procedures will enable us to monitor and evaluate our progress.

## **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 is made available for community groups to use.

## **Our School Curriculum**

### **Curriculum Delivery and Content**

Each year the board, through the principal and staff, will develop, revise and confirm its curriculum plan. The development of a curriculum in the area of Agricultural Science has occurred in 2018 as a result of the interests and needs of our students and community members. Digital Technology also developed as a curriculum area over the year. For 2019 we have revised the year 11 to 13 curriculum to better meet the needs of a wider range of students. Many classes are multi-level and courses are semester modules. Careful monitoring of student programmes is required to make sure they are able to achieve their goals.

### **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 to 10 will be assessed against New Zealand Curriculum levels. Student progress will be a focus of five-week reporting we are trialling in 2019. 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.

An on-going programme of maintenance and improvement ensures the school property is well-maintained. The last major renovation was in 2016/17. The current 5YA is focusing on completing part of that project and other smaller projects around the school. The upgrade of the science rooms will occur with the following 5YA.

### **Community Involvement and Partnership**

The board has 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. Community connections continues to be an area of focus for 2019. We reviewed our communication with home, as leaders, mentors and as classroom teachers. Using the junior diploma as the basis, this year we are emphasising contact with whanau, especially through our House Group teachers.

### **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. The PTA are also canvassed for their views on different initiatives within the school.
- Maori consultation is arranged by the Kaitiaki Maori.
- A consultation / feedback process is currently being developed involving the use of online survey tools. Student consultation is carried out within subject areas and with the wider school community. NZCER wellbeing survey "Me and My School" has been used frequently over the past few years. We have also had some very good feedback on student wellbeing as a result of being part of the PISA study twice in recent years.
- The Principal sets up a staff consultation process. The staff fill out the questionnaire then a general discussion occurs which is documented. Staff are surveyed, and have input into the direction, on many aspects of school life.
- The school newsletter, through the weekly Genesis (Community newspaper) is used for information sharing and obtaining community opinion.
- The school Facebook page and website are also used to inform the community about the activities of the school.
- Student voice is an important aspect of our school. Opportunities for students to be heard are through surveys, student council, prefect-led teams, house Group Teacher discussion, and student-led assembly.

### Community of Learning

As members of the Tokomairiro Kāhui Ako our wish is to have a shared aspiration for the learners of our local community. Collaboration of the five schools and four 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 kotahi te kākaho ka whati, ki te kāpuia, 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*. Our vision is "Through collaboration we are all stronger". Our whakatauki says, "*Ki to kotahi te kākaho ka whati, ki te kāpuia, e kore e whati.*" *When reeds stand-alone they are vulnerable, but bound together they are unbreakable. Nā Kīngi Tāwhiao*

## Timeframes:

1. Teacher only day, January 2019, teaching staff notified of priorities for 2019.
2. Late February, the draft 2019 charter, strategic plan and analysis of variance presented Board of Trustee for consultation.
3. By mid-February NCEA achievement analysis for 2018 received from learning areas for BOT.
4. Late February 2018 - Analysis of Variance sent to the Ministry of Education, along with the Charter and Strategic Plan.
5. Accounts to auditor by 31 March 2019.
6. Audited Annual report to Ministry of Education by 31 May 2019.
7. October 2019 - Board looks at strategic plan, plus action plan for 2020a. Staff canvassed on their ideas for areas of focus for 2020.
8. December 2019 - Learning Area Annual Self-review Reports due to the Principal.
9. November - December 2019 - Board sets the next strategic plan from 2020 to 2022.

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



## Tokomairiro High School

*VALUES*  
Respect - Whakaute  
Responsibility - Haepapa  
Excellence - Hiranga



## Strategic Plan 2019 to 2021

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 2019:

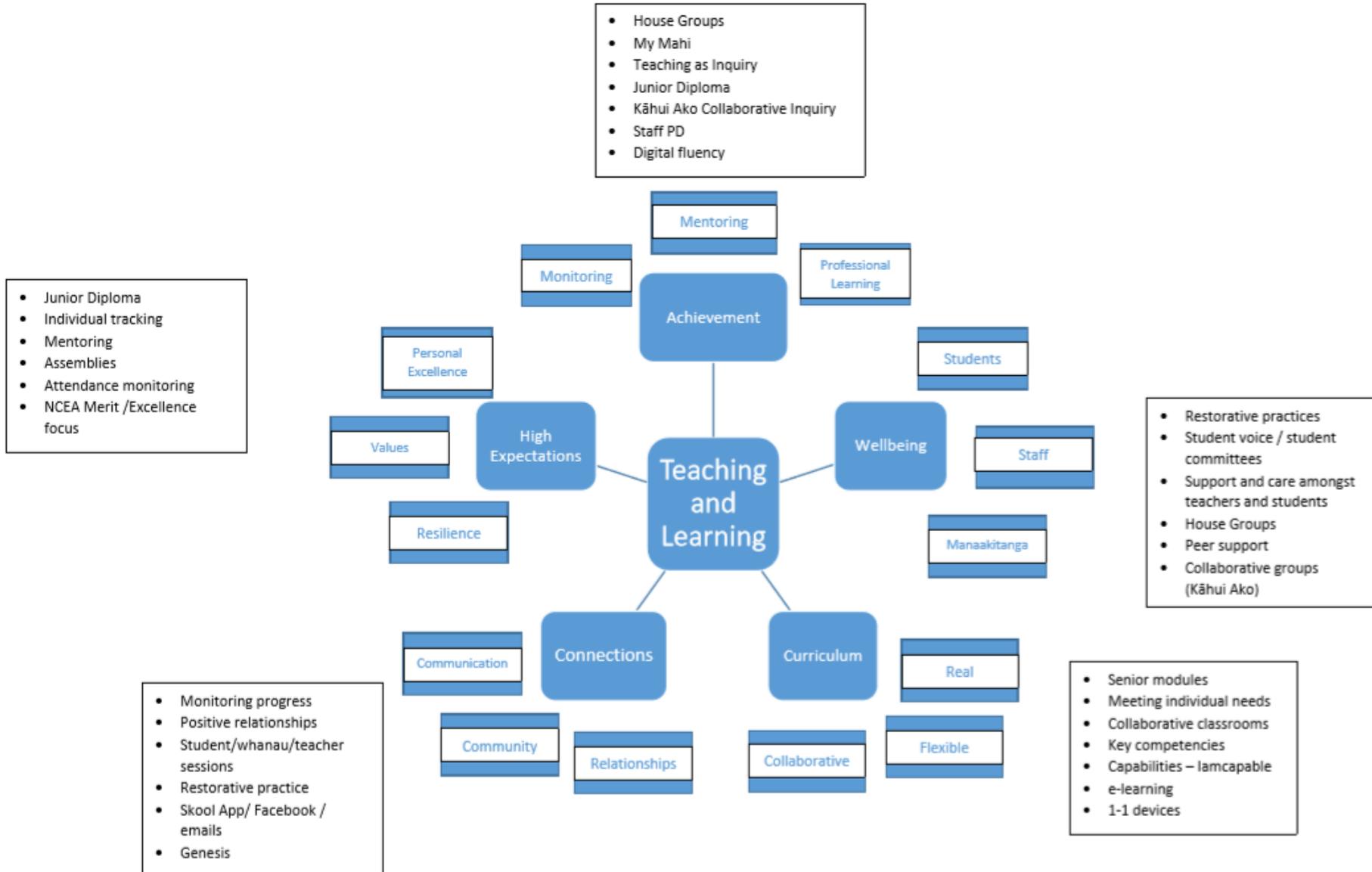
- All students are engaged in learning: AREA focus: Attendance, retention, engagement and achievement
- Enhanced e-learning, facilitating personalised and independent learning
- Targeted interventions are used to accelerate student achievement
- Manaakitanga- support and care amongst teachers and students
- Wellbeing – students and staff
- Whanau connections are enhanced
- Striving for personal excellence is promoted and celebrated
- Positive relationships and restorative practices are the basis of our culture
- Literacy (writing) across the curriculum (Kāhui Ako focus)

### 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.

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



Aims		2019	2020	2021
<p><b>1. Each student will receive an education that enables them to reach their highest level.</b></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.            Students lead the celebration of excellence and promote their own success.</p>		
	<p>Cultural Diversity</p>	<p>Cultural diversity recognised and celebrated.            Te Reo programme extended.            Students leading cultural celebrations.            International Student programme growing.            Teacher cultural responsiveness professional development ongoing.            Maori context, content and language are clearly evident and infused into teaching and learning.            Parents, families and whanau knowledge and perspectives well respected and integrated in ways that benefit Maori learners.            Kapa Haka given time and status in the school.</p>		
	<p>Using data</p>	<p>Use of data is the basis of teacher planning. Students co-constructing units of work with teachers.            Head of departments / head of learning areas use achievement data to reflect on teaching practice in order to change strategies to improve engagement. Teachers and students working together to identify strategies to support engagement of students.            Teachers inquiring with students to develop levels of excellence.            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>		

	Student Engagement	<p>School Wide Positive Behaviour for Learning systems and practices embedded into school culture.  Restorative Practice procedures are embedded across the school.  The school community recognises and supports the restorative practices.  Student engagement survey continues to be the basis for setting targets and developing programmes.  Student voice an important aspect of the reflective process.  All students using My Mahi for reflections and goal setting.</p>		
	Careers Advice	<p>All students are using My Mahi to set individual goals and develop career plans.  Careers team to ensure the Y12/13 students receive advice necessary for preparing for tertiary study.  Vocational Pathways identified for all students.  Senior students are reviewing their career plans regularly.</p>		
	Curriculum	<p>Senior curriculum revamped to a multi-level module local curriculum in 2019.  Students are involved in decisions about learning content.  Online learning available to meet the needs of students at Y11-13.  Individualised programmes are developed by the students and teachers.  Individualised programmes include tertiary options where needed.  Regular monitoring and review of student programmes.  Review of junior curriculum will begin.</p>		
	Safe environment	<p>Focus on providing a safe environment for all stakeholders.  Student-led "GO TO Team" work with students to reduce bullying.  Student and teacher wellbeing is at the forefront of all we do.  Students feel supported.  Whanau feel listened to.  Peer support is part of the culture of the school.  Student-led leadership committees embedded into student culture.</p>		

Aim		2019	2020	2021
<p><b>2. Each student will make progress throughout their education through effective teaching, relationships, assessment and resourcing.</b></p>	Attendance	<p>All students engaged in learning: AREA focus: Attendance, retention, engagement and achievement. Attendance monitoring routines embedded into practice. 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>Whanau work with the school to ensure students are at school as much as possible. Pastoral care systems support student attendance at school.</p>		
	Assessment	<p>Assessment for Learning – teachers and students together identify new learning steps, leading to students being able to identify their own next learning steps.</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>Reflective practice embedded into the appraisal processes.</p> <p>Arinui being used as the reflective tool for teacher appraisal process.</p>		
	Effective Teaching	<p>e-Learning integrated into all subject areas.</p> <p>1-1 devices (chromebooks) rolled out to all levels of the school.</p> <p>Collaboration across the Kāhui Ako to strengthen the pathway for all our students.</p> <p>Professional development leading to shared understanding and teacher practice across all levels of the Kāhui Ako.</p> <p>Spirals of inquiry the basis of teacher professional learning.</p> <p>Learning from across Kāhui Ako collaborative inquiry groups implemented to strengthen teaching to enhance student learning.</p>		
	Achievement	<p>Achievement data continues to be the basis of identifying student need and reflection on teaching.</p> <p>Student achievement data continues to be analysed and shared with the BOT. These reports clearly show the progress of students by year level, gender and ethnicity with a focus on Maori, Pasifika and students with special education needs.</p> <p>Underachieving students are identified and targeted interventions put in place and used to accelerate learning.</p> <p>Five-weekly reporting to parents/whanau on student engagement and progress.</p>		
	Cultural	<p>School culture reflects the bi-cultural nature of its stakeholders.</p> <p>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	Teacher practices based on the principles of Tātaiako. The principles of Tātaiako evident in all classrooms. Restorative practice continues to be the focus of the school behaviour management system. House Group teachers are mentoring their students in relation to AREA data. Mentoring of students an integral part of the House Group teacher role. Weekly monitoring reported to parents. House Group teachers following up with parents. Junior monitoring used to motivate junior students Student input into content of individualised programmes of study.		
	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. Prefect-led groups provide opportunities for student voice. Wellbeing survey completed by all students.		
	Resourcing	School continues to manage a positive budget. All school spending monitored carefully. Annual budget continues to address identified learning needs. HODs manage department budgets within guidelines given.		

Aim		2019	2020	2021
<b>3. Parents, family and whanau are actively engaged in supporting the mission and values of our school</b>	Parent contact	Contact with parents – teachers communicate regularly with parents. Emphasis on finding multiple methods of communication. Parents invited/encouraged to attend school activities. Parents initiate visits into school.		
	Mentoring	Mentoring processes used as the basis of student parent teacher meetings. Student-led sessions – student parent teacher meetings. Students identify their learning goals and their next steps with support of teachers and whanau. House group teachers have regular communication with parents.		

	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. Students are promoting the activities of the school within the community both personally and through digital media.		
	Consultation	Parents surveyed/consulted regularly. Parent involvement in SWPB4L, restorative practices and other initiatives encouraged. Parents are keen to be part of the activities associated with the school community. Parents, families and whanau knowledge and perspectives are well respected and integrated in ways that benefit Maori learners' education.		
	Reporting	Written reports for parents are provided in plain language at least twice a year, showing student progress against curriculum levels. Parents able to access information through the parent portal. Parents are using the portal to monitor the progress of their children. Weekly monitoring used to communicate student effort and progress to parents. House group teachers use the weekly monitoring reports to discuss progress and next steps with students. Students and parents are using weekly monitoring to lead discussions about progress / engagement at school.		