



GOLDEN BAY HIGH SCHOOL

CHARTER 2018

MOTTO

Ake Ake Kia Kaha. Forever and ever be strong.

VISION

A modern learning environment in which students are encouraged to explore, create, challenge and lead.

MISSION

Educating and engaging our students with varied, high quality learning programmes and providing opportunities to develop the knowledge, skills and personal resources needed to lead satisfying, balanced and responsible lives.

VALUES

To have the courage to aim high and the resilience to keep trying, to respect and show concern for others and for our environment, and to work together for the benefit of all.

GOLDEN BAY HIGH SCHOOL STRATEGIC TARGETS

Target 1:

High relational trust is evident between all in the Golden Bay High School community - students, staff, whānau, Mohua Kāhui Ako schools and the wider community.

2018 Measures:

- Community feedback at repeat hui is positive about school relationships having improved
- Staff anonymous survey and feedback is positive about an improvement in trust
- Student wellbeing survey is completed, a plan developed and implementation begun

2019 Indicators:

- Evidence of increased community involvement in school
- Staff feedback is positive about trust
- Student wellbeing plan implementation on track.

Target 2:

Every learner will be challenged and supported with high quality, future focussed teaching

2018 Measures:

- Achievement targets :
 - E-asttle Numeracy.
 - Years 8-10: One sublevel increase for each cohort between end 2017 and end 2018
 - Year 7: One sublevel increase from Term 2 2018 until end 2018
 - E-asttle Literacy:
 - Years 7-10: One sublevel increase from Term 2 2018 until end 2018
 - 93% of Level 1 NCEA students achieve literacy and numeracy
 - 90% of NCEA Level 2 Leavers have achieved Level 2 NCEA (Kāhui ako goal 85%)
 - Evidence of the beginnings of an upwards trend in the percentage of students participating in NCEA at each level gaining endorsements (Kāhui ako stretch goal 50%)
- Evidence of teachers engaged in continuing to improve pedagogy based on future focused New Zealand research

2019 Indicators:

- Achievement targets:
 - Progress in junior numeracy and literacy above national norm
 - 90% of NCEA Level 2 Leavers have achieved Level 2 NCEA
 - Upwards trend in endorsements

Target 3:

Māori students enjoy accelerated educational success as Māori

2018 Measures:

- Treaty of Waitangi Policy and implementation plan developed in partnership with iwi and whānau
- Evidence of increased engagement with iwi and whānau
- A robust process for measuring cohort Māori student achievement is implemented
- Each Māori student' progress and achievement is monitored and tracked, monitored and interventions put in place.
- On average, across combined years 7-10, Māori students progress one subgrade in e-asttle numeracy and literacy.

2019 Indicators:

- Treaty of Waitangi Policy implementation on track
- Evidence of teachers implementing culturally inclusive practice
- Evidence of accelerated achievement for Māori students - targets set and achieved

Target 4:

Enhance Governance

2018 Measures:

- Enhanced self review process developed and implemented
- Sustainable financial plan in place
- Property development plans progressed

2019 Indicators:

- Self review processes embedded.

2018 ANNUAL PLAN

The Principal will be responsible for overseeing and delegating all parts of this plan. Progress with actions and available interim data for the 2018 measures will be reported to the May, August and November Board Meetings. A final report will be presented in February 2019.

Strategic target #1

High relational trust is evident between all in the Golden Bay High School community - students, staff, whānau, Mohua Kāhui Ako schools and the wider community.

	High Level Actions	Comments	Completed
1.1 1.11 1.12 1.13 1.14	Students Undertake wellbeing survey Contract support for interpretation from NZCER (New Zealand Council for Educational Research) Develop plan of action Undertake first steps		
1.2 1.21 1.22 1.23 1.24 1.25 1.26	Staff Principal and DPs undertake deliberate strategies for building relational trust Principal meet with each staff member Build professional collaboration amongst staff into TODs, (Teacher Only Days), and HOLA (Heads of Learning Areas) group, staff meetings and DAG (Deans and Guidance) Teachers undertake restorative practice professional learning Seek and share staff feedback regularly throughout the year Externally appraise Principal		
1.3 1.31 1.32 1.33 1.34 1.35	Community Create deliberate opportunities for the community to engage with Principal, other staff and school. Use Home & School as one of the consultation groups as well as fund raisers Listen and act upon Community concerns Repeat Community hui Refine Values & Vision		

1.4	Kāhui Ako		
1.41	Engage fully with Kāhui ako		
1.42	Integrate Kāhui ako goals and strategies into GBHS approaches		

Strategic Target 2

Every learner will be challenged and supported with high quality, future focussed teaching

2.1	Teacher professional learning	Comments	Completed
2.11	Teachers participate in pedagogy based collaborative cross-curricular professional learning teams		
2.12	Teachers undertake an inquiry based around their pedagogical team		
2.13	The Principal has an individual learning conversation with each teacher as part of their appraisal		
2.13	Increasingly use student voice around their learning		
2.2	Middle leaders	Comments	Completed
2.21	The HOLA group will increasingly collaborate to share and consider aspects of high quality future-focussed learning		
2.22	The DAG group will increasingly collaborate to develop formalised approaches to tracking achievement, identifying students at risk, and putting in place strategies to support them		
2.3	Achievement tracking		
2.31	Set, share and monitor attendance targets		
2.32	Implement a structured approach to numeracy and literacy e-asttle testing twice per year		
2.33	Develop competency in PACT (Progress and Consistency Tool) and being to implement		
2.34	At each year level, implement a formalised approach to tracking achievement		
2.35	Monitor individual students at risk will be monitored		
2.4	Activities beyond GBHS including work exploration		
2.41	Map the 'journey' for each student cohort across their years at GBHS to maximise manageable opportunities		
2.42	Review and strictly adhere to EOTC (Education Outside the Classroom) procedures		
2.43	Actively seek opportunities to engage Māori students		

2.5	Teacher Appraisal		
2.51	Complete 2017 appraisals by end of Term 1		
2.52	Develop 2018 appraisal process in Term 1		
2.53	Complete 2018 appraisals for all staff by end of school year		

Strategic Target 3:

Māori students enjoy accelerated educational success as Māori

3.1	Policy		
3.11	Develop Treaty of Waitangi Policy in partnership with iwi and whānau	Comments	Completed
3.2	Implementation plan		
3.21	Developed and begun		

Strategic Target 4: Enhance Governance

4.1	Self Review		
4.11	Develop and implement a revised plan	Comments	Completed
4.2	Finance		
4.21	Develop and approve realistic budget approved		
4.22	Take required steps to implement budget		
4.3	Property		
4.31	Complete Lab project to school's satisfaction		
4.32	Complete painting satisfactorily		
4.33	Develop a maintenance schedule		
4.34	Principal will work with MOE to develop next property steps		

Appendix 1 - DESCRIPTION OF SCHOOL AND COMMUNITY

General Description of Golden Bay High School

Golden Bay High School, a state co-educational Year 7-13 school, is situated at the northern end of the Takaka township in Golden Bay. The school serves the Takaka valley and the coastal area from Wainui to Onekaka, thus requiring 60-75% of students to travel to school by bus. The school draws its roll from three contributing primary schools and has a roll of 365. Thirteen percent of students identify themselves as Maori and the school has a close working relationship with the Onetahua Marae. There are also many students whose parents are recent European immigrants. Each year the school may enrol a small number of international fee paying students, who are all hosted with local families. The school is very well supported by a vibrant local community and has an active Home and School Association.

Our school's aim is to continually develop programmes that recognise the interests and abilities of all students and encourage them to reach their full potential and to maintain a life long interest in learning. Staff expectations for success are high for all students, and academic results in external examinations and competitions are very good. The relationship between staff and students is friendly and positive. It is based on high expectations of student behaviour and a commitment to non-violence.

The school offers a full range of the curriculum, including Maori and International Languages. Where class numbers are too low to run a class, subjects can be offered, or the curriculum extended, through the Correspondence School, Nelson Marlborough Institute of Technology, universities and other agencies. In 2014 the school introduced BYOD to assist all learning areas. We have also recently been involved in a long-term visioning process for our school property, working toward our goal of having our physical environment reflect our educational priorities and goals. Two major projects are scheduled for this year.

The school prepares candidates for NCEA and will offer credits towards the National Certificates. Workplace learning is offered to senior students through Gateway. We encourage our students to participate in academic activities such as International Schools English, Computing, Science and Maths competitions, Regional Science Fair, the Brain Bee challenge, the Young Enterprise Business Scheme and a range of regional literacy and maths competitions to both extend them and to allow us to measure their progress against other schools. In 2014 Aquaculture was introduced into the Year 11 Science programme and with the support of the Marine Farmers' Association, is now being taught as a separate subject at Year 12, with the aim of it becoming an academy styled programme.

The school places a strong emphasis on transition education, education outside the classroom and health education. In Years 7 and 8, extensive screening and one-to-one teaching, provide all students with the opportunity to reach required levels of literacy. This support continues if required. Special Needs students have their individual learning needs met within an inclusive culture. A student-led Bully Busters group is part of providing and promoting a safe environment for all.

The school employs an Arts Coordinator to help increase student access to arts related opportunities both in Golden Bay and further afield, and to expose the artistic talents of our students to the community. Instrumental and vocal music tuition is available and the school has had a concert band and rock bands. Golden Bay High School students have competed in both the Smokefree Rockquest and Stage Challenge competitions and aim at staging a school production annually. They also have the opportunity to take part in Kapa Haka within the school and in the wider region.

The school participates in the UNESCO ASP network and students in recent years have produced work on the Sub-Antarctic Islands for the World Heritage Education project and participated in a World Heritage International Youth Forum. We are working towards becoming a „Human Rights in Education" school. In 2014 we began participation in the Project Janszoon "adopt a section" programme in Abel Tasman National Park, a project which has a potential span of 25 years and links in to the ideals of UNESCO, and we have recently become an official Enviroschool, in recognition of work already undertaken by staff and students in this area.

Our outdoor education programmes take advantage of the local environment. We also offer a full range of sporting and recreational opportunities at regional, national and international level and employ a Sports-Fit coordinator to support the work of PE staff and sports coaches. All these activities support the school's goals of building a healthy lifestyle, learning to cope with challenges and difficulties, and building self-esteem.

Description of the Community

Golden Bay has a population of 5000, 1200 of whom live in Takaka township. The area is experiencing growth, especially among the older age groups. The summer months see an influx of visitors.

Income is derived mainly from agriculture (dairy farming, horticulture and dry stock). Fishing, tourism, retailing and arts and crafts are other sources of livelihood. 27% of those in employment are self-employed (twice the regional average) but professional, technical and managerial groups have a small representation. There is a wide range of incomes, with some families suffering hardship and a relatively high proportion of the population receiving a social welfare benefit of some description.

The population has a heterogeneous cross-section of lifestyles and attitudes. The range of skills and qualifications in the community is wide, and the level of education in the community, and thus the expectation of academic success for children, is very high by New Zealand standards. One of the reasons for this is that there are significant numbers of people who choose to live in the Bay for lifestyle reasons. This in turn raises the decile rating of the school to a level that does not reflect the limited income in the Bay.

Golden Bay is a trusting, secure, low-crime community, and young people are able to cycle or walk to activities without fear.

Golden Bay has an excellent climate, and the close proximity of mountains and sea makes it an ideal base for many sorts of aquatic and mountain activities. Sailing, kayaking, diving, rock climbing, tramping and caving, as well as the use of the environment as a classroom for Geography, Biology, and Outdoor Education, are all features of the school in the community.

There are cultural and sporting clubs in the community including musical and drama groups. There are, however, few organised entertainment facilities for young people. Golden Bay is separated from the rest of Tasman district by a winding road over the Takaka Hill. This isolation limits exposure of our young people to career options and creates a big leap from school to tertiary level education. It can also limit access to extension programmes both academically and sporting. Talented students in sport and music, although well supported by the community, often travel significant distances to participate fully.

The school is very much part of this community. Individuals and organisations from the community use the school facilities on a regular basis and assist the school with fund-raising, teaching programmes and by providing work experience opportunities for our students, including via Gateway learning. Our highly successful Year 9 "Day Out" programme places students with an adult mentor from the community and is very dependent on support from all parts of our very diverse community.