



GOLDEN BAY HIGH SCHOOL

CHARTER 2019

MOTTO

Ake Ake Kia Kaha. Forever and ever be strong.

VALUES

Respect

Kindness

Passion

Creativity

2019 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.

2019 Measures:

- Community feedback at November hui is positive about school relationships having improved
- 360 feedback at Principal's external appraisal is positive
- Staff anonymous survey and feedback is positive about an improvement in trust
- 2018 student wellbeing survey is unpacked, a plan developed and implementation begun
- Positive media coverage about school
- International student market on upwards trend

Target 2:

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

2019 Measures:

- Achievement targets :
 - E-asttle Numeracy:
 - Each Year level's progress will be at the same level or above the national norm
 - Evidence of close attention paid to Year 10 progress
 - E-asttle Literacy:
 - Year 7, 8 & 10 progress will be at the same level or above the national norm
 - Year 9 progress will be greater than the national norm
 - 93% of Level 1 NCEA students achieve literacy and numeracy
 - NCEA Level 1, 2 and 3 are above decile average.
 - 90% of 2019 NCEA Level 2 Leavers have achieved Level 2 NCEA (Kāhui Ako goal 85%) (Note – results not available until October)
 - Evidence of the further upwards trend in the percentage of students participating in NCEA at each level gaining endorsements (Kāhui Ako stretch goal 50%)
- Evidence of a shift towards student centred pedagogy

Target 3:

Māori students enjoy accelerated educational success as Māori

2019 Measures:

- Treaty of Waitangi Policy implementation plan developed in partnership with iwi and whānau
- Evidence of increased engagement with iwi and whānau
- Each Māori student's progress and achievement is monitored and tracked, and interventions successfully put in place
- Teachers engaged in culturally response pedagogy professional learning

Target 4:

Enhance Governance

2019 Measures:

- Enhance and embed self-review process including Hautū tool
- ERO review cycle returns to regular cycle
- Sustainable financial processes including budget embedded
- Education Brief completed and Master Planning begun
- Board undertaken future focussed PLD (internally run)

2019 ANNUAL PLAN

<p>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.</p>	<p>1.1 Beyond our community 1.1.1 Revive International student market</p> <p>1.2 Within our community 1.2.1 Seek a limited number of strong nominations for BoT 1.2.2 Principal hold drop in sessions held for whanau 1.2.3 Principal attend sporting, cultural and community events 1.2.4 Continue focus on Goldie 1.2.5 Systemise approach to media 1.2.6 Principal MC at events 1.2.7 Teachers regularly inform whānau about their students 1.2.8 Create new opportunities for whānau/parents to come in to school 1.2.9 As appropriate, exit interview with leavers</p> <p>1.3 Staff 1.3.1 Seek and listen to Staff feedback 1.3.2 Seek feedback from new teachers after 1 term – meeting with principal 1.3.3 Anonymous survey term 2 1.3.4 Promote free counselling 1.3.5 Plan staff PLD on wellbeing 1.3.6 Embed Health and safety committee processes</p> <p>1.4 Students – see under Target 2</p>	
<p>2. Every learner will be challenged and supported with high quality, future focussed teaching</p>	<p>2.1 PLD for senior and middle leaders, and teachers strategically focussed on future pedagogies and relational practice (see also target 3) 2.1.1 Continue Relational practice PL continues through 2019 lead by staff group 2.1.2 Three strategic PL opportunities targeted for senior leaders and middle leaders 2.1.3 Futures PLD for all teachers</p>	

	<ul style="list-style-type: none"> 2.2 Increasingly give students more voice across a range of contexts <ul style="list-style-type: none"> 2.2.1 Trial a new Exec student group 2.2.2 strongly operate Student council 2.2.3 move Year 13 common room to within main school 2.2.4 support Teachers to explore understanding of and trialling giving students voice in their learning 2.3 Reorganise some key School systems to run smoothly so teachers can focus on teaching and learning 2.4 Student wellbeing data unpacked and plan developed <ul style="list-style-type: none"> 2.4.1 Across school teacher to lead process 2.5 Monitor Student achievement across all levels and put in place interventions <ul style="list-style-type: none"> 2.5.1 Clarify Deans' and HOL responsibilities 	
<p>3. Māori students enjoy accelerated educational success as Māori</p>	<ul style="list-style-type: none"> 3.1 Create, trial and evaluate Māori Dean position 3.2 Hold a Whānau hui at marae 3.3 Start Kapa Haka in timetabled slot 3.4 Whole staff (then school) work on unpacking Māori values 3.5 Involve Manawhenua deeply in Education Brief development 3.6 BoT undertakes Hautū review 3.7 Write a plan for Treaty policy implementation 3.8 Plan whole school events for Mātariki and te Wiki o te Reo 3.9 Deeply engage teachers in Culturally Responsive Pedagogy PLD 3.10 See 2.5 above 	
<p>4. Enhance Governance</p>	<ul style="list-style-type: none"> 4.1 Sign off Education Brief by end of Term 2 4.2 Settle Finances and manage budget appropriately 4.3 Enhance and embed Self-review <ul style="list-style-type: none"> 4.3.1 Regular use of Governance manuals 4.3.2 Self-review group examine ERO audit 4.4 Undertake BoT future focussed governance PL (internally) 	

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.