



GOLDEN BAY HIGH SCHOOL

CHARTER 2020

VISION

“Inspiring passionate world ready rangatahi”

MOTTO

Ake Ake Kia Kaha. Forever and ever be strong.

VALUES

Respect

Kindness

Passion

Creativity

GRADUATE PROFILE

Foundation Skills

Literacy

Numeracy

Digital Skills

Cultural Competencies

Critical Thinking

Participation (local, global)

Qualities

Resilience

Open minded

Strong work ethic

Sociability

2020 GOLDEN BAY HIGH SCHOOL STRATEGIC TARGETS

Target 1:

Grow student and staff wellbeing

2020 Measures:

Students

- NZCER student wellbeing survey (Term 3) indicates positive trend
- Informal feedback from students and whānau is positive.

Staff

- Feedback from anonymous surveys & Principal's 360 reflect
 - A safe, enjoyable and challenging workplace
 - Feeling valued and a sense of belonging
 - Feeling listened to and part of decision making

2021 and 2022 Indicators:

Positive feedback and trends from informal and formal data.

Target 2:

Challenge and support every learner with high quality, future focussed teaching

2020 Measures:

- Achievement targets :
 - E-asttle Numeracy:
 - Each Year level's progress will be at the same level or above the national norm
 - E-asttle Literacy:
 - Year 7- 10 progress will be at the same level or above the national norm
 - 93% of Level 1 NCEA students achieve literacy and numeracy
 - NCEA Level 1, 2 and 3 and UE are above decile average.
 - 90% of 2020 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 and increased student engagement

2021 and 2022 Indicators:

- Student achievement is on an upward trend.
- Evidence of increased student engagement.

Target 3:

Māori students enjoy accelerated educational success as Māori

2020 Measures:

- Positive feedback from students and whānau
- Evidence of increased engagement with iwi and whānau
- Evidence of increase and improvement in Te Reo and tikanga around school
- Each Māori student's progress and achievement is monitored and tracked, and interventions successfully put in place
- Teachers engaged in culturally responsive pedagogy professional learning

2021 and 2022 Indicators:

- Māori students engaged and achieving at least at same rates as non-Māori students
- Staff confident in the use of reo and tikanga
- Māori values embedded

Target 4:

Governance enhanced through

- **Strengthening internal evaluation**
- **Developing an environmental policy**

2020 Measures:

- BoT processes review system in place
- Vision developed and aligned with motto, values and graduate profile
- Environmental policy approved
- Regular reporting on evaluation of school programmes

2021 and 2020 Indicators:

- Values, motto, vision, graduate profile and Māori values evident in school culture
- Governance and management use knowledge of effectiveness of programmes in planning

2020 ANNUAL PLAN

	Actions	Comments
<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. Students</p> <p>1.1.1. A whole school netsafe programme is developed and implemented</p> <p>1.1.2. The development of a whole school student wellbeing programme is investigated, aligning with the curriculum and timetable review (Target 2).</p> <p>1.1.3. Gather and act on student voice regarding bullying</p> <p>1.1.4. The senior student leadership programme is formalised</p> <p>1.1.5. Incorporate MoE bullying tools into process</p> <p>1.2. Staff</p> <p>1.2.1. Re-consider the results from the 2019 teaching, school and principal leadership survey and draw up a plan</p> <p>1.2.2. Promote the establishment of a staff social committee</p> <p>1.2.3. Health and Safety</p>	
<p>2. Every learner will be challenged and supported with high quality, future focussed teaching</p>	<p>2.1 Responsive and relational pedagogy (RRP)</p> <p>2.1.1 Continue to work on relational processes. To be led by relational lead group and Dan Padiar with support from Greg Jansen (KA CFPLD).</p> <p>2.1.2 Poutama Pounamu to be main PL focus for school. Led by Dan Padiar with support from Sarah Johns (CFPLD)</p> <p>2.1.2.1 Shadow coaching support continues for 14 teachers who began in 2019</p> <p>2.1.2.2 2nd shadow coaching group to begin</p> <p>2.1.2.3 In depth online learning for small group of teachers</p> <p>2.1.2.4 Whole staff PL opportunities</p> <p>2.2 Using data</p> <p>2.2.1 System for tracking of junior students developed and implemented</p> <p>2.2.2 Consolidation of senior tracking and a range of interventions formalised</p> <p>2.2.3 Attendance reporting system developed</p> <p>2.2.4 Investigate a dashboard reporting process to BoT</p>	

	Actions	Comments
	<ul style="list-style-type: none"> 2.3 Review of Years 7-10 curriculum and timetable <ul style="list-style-type: none"> 2.3.1 Undertake a review of year 7-10 curriculum to better meet needs of students 2.3.2 Review timetable 2.3.3 CoP 2.4 Performing Arts School within a school <ul style="list-style-type: none"> 2.4.1 Re-apply for creatives funding 2.4.2 Further develop concept 2.4.3 Strengthen community relationships 2.5 Master property planning <ul style="list-style-type: none"> 2.5.1 Undertake master property planning that is future focussed and aligned to vision, values and targets 2.6 Staff Leadership Development <ul style="list-style-type: none"> 2.6.1 Mentoring 1:1 with Deans 	
3. Māori students enjoy accelerated educational success as Māori	<ul style="list-style-type: none"> 3.1 RRP – see 2.1 3.2 Te Ao Māori <ul style="list-style-type: none"> 3.2.1 Trial employment of Kaiarahi i te Reo 3.2.2 Embed Māori Dean position 3.2.3 Enhance kapa haka 3.2.4 Support staff and students with learning waiata, karakia and tikanga 3.2.5 Work on aligning and embedding the gifted Māori values 3.3 Bilingual and reo pathways <ul style="list-style-type: none"> 3.3.1 Develop a plan 	
4. Enhance Governance	<ul style="list-style-type: none"> 4.1 Strengthening internal evaluation <ul style="list-style-type: none"> 4.1.1 Develop a school vision, and align values, motto, vision and graduate profile 4.1.2 Develop and implement a process for internal BoT process review 4.1.3 Enhance evaluation processes for school programmes 4.2 Environmental policy <ul style="list-style-type: none"> 4.2.1 Develop an environmental policy 	

Appendix 1 - DESCRIPTION OF SCHOOL AND COMMUNITY

Ko wai au?

- Golden Bay High School is a unique, small, mid-decile, community Year 7 - 13 school set in one of the most stunningly beautiful areas of NZ. It was first established in 1862 and has a roll of around 350 year 7-13 students
- Golden Bay (Mohua) is loved for its natural beauty, its outdoor opportunities with safe swimming, rock climbing, mountain biking, fishing, kayaking, caving and tramping, and also its arts and crafts
- Mohua has a population of approximately 5000 people, however, over the summer months from November to March, this can more than triple with an influx of visitors from all over New Zealand and the world
- An eclectic community, Golden Bay residents are a mixture of dairy farmers, eco warriors, small business owners, hippies, commune dwellers, horticulturists, artists, performers, outdoor enthusiasts and explorers etc. who live together in a harmonious and supportive manner

The Character of Our School

Students, whānau/parents, manawhenua, the wider community and staff have been asked what they think is unique about GBHS:

- fabulous students
 - open, thoughtful, generous, high moral values, accepting of learning disabilities, grateful, independent
 - special culture which is commented on by those new to the school
- stunning, unique environment
 - Golden Bay is bordered by two National Parks, beautiful beaches and clear watered rivers which are utilised in many aspects of learning
 - one of the largest karst aquifers in world (3 cubic km of water)
 - the marble and limestone around the Tasman area contains NZ's longest, deepest and most spectacular caves
 - strong interest in the environment from students and community (active Earth Guardians group, Project Janzoon)
- the important place of Manawhenua
 - the three Manawhenua iwi of Mohua (Golden Bay) are Ngāti Tama, Ngāti Rārua and Te Atiawa.
 - Manawhenua ki Mohua has appointed a trustee (Haydon Ward-Holmes) to the GBHS Board. One of his responsibilities is to consult with the Manawhenua project team for the re-build
 - Onetahua is our beautiful Marae. It represents the three Iwi plus Maata Waka. The Marae was once the old Tarakohe school
 - the Native Reserve G originally belonged to Ngāti Tama decendants of the Tairehe whānau. One acre was gifted by Te Meihana Te Aho Tairehe for the original school in 1861. The Department of Education acquired the remainder of the land for the schools via the Public Works Act. The whānau had little choice in this process and it had severe repercussions for the owners of many other subdivisions within the Takaka Native Reserve
- small and isolated community
 - the only road in is over Takaka Hill from the Nelson region, which can be closed in exceptionally bad weather
 - diverse family values, priorities and outlook on life, with a less diverse population from an ethnicity perspective. There are dairy farmers, eco warriors, small business owners, hippies, commune dwellers, horticulturists, artists, performers, outdoor enthusiasts and explorers!

- close, supportive community. Despite differences, there is tolerance and understanding
- strong, personal relationships between students, parents and teachers
- informal atmosphere
- strong community interest in sports and the arts
- trusting culture (e.g. no theft, doors left unlocked, honesty)
- no shopping malls or multinational takeaways – we like healthy food (te whare kai), and home baking. Fruit is often donated to the school
- limited employment opportunities
- curriculum and giving students opportunities to compensate for isolation
 - an amazing outdoor education and camp programme (see special programmes below)
 - small classes, with a limited senior curriculum enhanced by Te Kura (online correspondence school)
 - increasingly flexible to meet students' needs
 - extensive gateway, work experience and work mentoring programmes
 - huge opportunities for a wide range of sports, with a blend of school and community support
 - currently south island adventure racing champions
 - caving is a unique strength
 - strong student and community interest in performing arts not yet well met by the school
 - student opportunities strongly supported by community and parents
 - diverse student groups increasingly forming e.g. rainbow group