



GOLDEN BAY HIGH SCHOOL

CHARTER 2021

VISION

“Inspiring passionate world ready rangatahi”

MOTTO

Ake Ake Kia Kaha. Forever and ever be strong.

VALUES

Respect
Kindness
Passion
Creativity

MANAWHENUA VALUES

Manaakitanga
Whanaungatanga
Kotahitanga
Wairuatanga

GRADUATE PROFILE

Foundation Skills

Literacy
Numeracy
Digital Skills
Cultural Competencies
Critical Thinking
Participation (local, global)

Qualities

Resilience
Open minded
Strong work ethic
Sociability

2021 GOLDEN BAY HIGH SCHOOL STRATEGIC TARGETS

Target 1:

Grow student and staff wellbeing

2021 measures:

Students:

- A schoolwide student wellbeing plan is developed
- Baseline data from NZCER student wellbeing survey (Kāhui Ako) is collected
- Informal feedback from students and whānau reflect:
 - A safe, enjoyable and challenging workplace
 - Feeling valued and a sense of belonging
 - Feeling listened to and part of decision making

Staff:

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

2022 and 2023 Indicators:

Positive feedback and trends from informal and formal data.

Target 2:

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

2021 Measures:

- Achievement targets :
 - E-asttle Numeracy:
 - Year 7-10 progress will be at the same level or above the national norm
 - E-asttle Reading:
 - 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 2021 NCEA Level 2 Leavers have achieved Level 2 NCEA (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
- Evidence of a shift towards student centred pedagogy and increased student engagement
- Evidence of appropriate programmes and progress for students with learning support needs

2022 and 2023 Indicators:

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

Target 3:

Māori students enjoy accelerated educational success as Māori

2021 Measures:

- Positive feedback from students and whanau using a variety of formal and informal measures
- Evidence of increased engagement with iwi and whānau
- Evidence of increase and improvement in Te Reo and tikanga around school
- Positive feedback from first year of Year 7&8 bilingual programme
- Each Māori student's progress and achievement is monitored and tracked, and interventions successfully put in place
- Evidence of teachers' engagement in culturally responsive pedagogy professional learning

2022 and 2023 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

- **Develop a ten year strategy**
- **Strengthening internal evaluation**
- **Aligning vision, values, motto, graduate profile and logo with Manawhenua aspirations**

2021 Measures:

- A ten year strategy developed
- BoT processes review system in place
- Regular reporting on evaluation of school programmes
- Vision, values, motto and logo align with Manawhenua aspirations

2022 and 2023 Indicators:

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

2021 ACTION PLAN

	Actions	Comments
<p>1. Grow student and staff wellbeing</p>	<p>1.1 Students</p> <p>1.1.1 Further enhance the Netsafe plan (needs to adapt as now 100% 1:1 school)</p> <p>1.1.2 Undertake the NZCER Wellbeing survey</p> <p>1.1.3 Develop a whole school student wellbeing programme, aligning with the curriculum and timetable review (Target 2).</p> <p>1.1.4 Gather and act on student voice regarding bullying. Incorporate MoE bullying tools into process.</p> <p>1.1.5 Trial the 2021 Year 13 Student Executive</p> <p>1.1.6 Implement Mana Hui (based on circle process) weekly with Years 7&8, and fortnightly with Year 11</p> <p>1.1.7 Implement a 'stay outside in break' rule for Years 7&8</p> <p>1.2 Staff</p> <p>1.2.1 Re-consider the results from the 2019 and 2020 Teaching, School and Principal Leadership (TSPL) survey and draw up a plan</p> <p>1.2.2 Collect feedback through Term 2 Climate and Wellbeing survey, TSPL Survey, Principal's appraisal and informally</p> <p>1.2.3 Respond to this feedback</p> <p>1.2.4 Plan additional 'fun' staff events</p> <p>1.2.5 Health & Safety staff committee – focus on Covid preparedness and near misses</p>	
<p>2. Every learner will be challenged and supported with high quality, future focussed teaching</p>	<p>2.1 Responsive and relational pedagogy</p> <p>2.1.1 Continue to work on relational processes. To be led by Coralie Stopford 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 and Linda Tame with support from Waikato University (CFPLD)</p> <p>2.1.2.1 Shadow coaching support continues for teachers who began in 2019</p> <p>2.1.2.2 2nd shadow coaching group to begin</p> <p>2.1.2.3 Whole staff PL once per term</p>	

2021 ACTION PLAN

	Actions	Comments
	<p>2.2 Using data</p> <p>2.2.1 System for tracking of junior students' wellbeing and achievement embedded</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 Further develop dashboard reporting process to BoT</p> <p>2.3 Trial implementation of Exploratory Studies in Years 7&8</p> <p>2.4 Review of timetable</p> <p>2.4.1 Community of Practice (CoP) team to take leading role in determining direction</p> <p>2.5 Further develop local curriculum (with Kāhui Ako)</p> <p>2.6 Further develop sustainability education</p> <p>2.7 Develop an Asia readiness programme</p> <p>2.8 Performing Arts School within a school</p> <p>2.8.1 Re-consider after second unsuccessful creatives application</p> <p>2.9 Property design planning</p> <p>2.9.1 Undertake property developed and detailed design planning that is future focussed and aligned to vision, values and targets</p> <p>2.10 Staff Leadership Development</p> <p>2.10.1 Mentoring 1:1 with Deans</p> <p>2.10.2 CoP (CFPLD with Top of South Secondary Schools)</p> <p>2.10.3 Coaching for SLT, Business Manager and Within School Teachers</p> <p>2.11 Plan and implement an Alternative Education programme</p>	

2021 ACTION PLAN

	Actions	Comments
<p>3. Māori students enjoy accelerated educational success as Māori</p>	<p>3.1 Responsive and relational pedagogy – see 2.1</p> <p>3.2 Trial and evaluate bilingual class in Year 7&8</p> <p>3.3 Te Ao Māori</p> <p>3.3.1 Work with the Kāhui Ako and Manawhenua to co-develop local curriculum</p> <p>3.3.2 Enhance Kapa Haka</p> <p>3.3.3 Support staff and students with learning waiata, karakia and tikanga</p> <p>3.3.4 Work on aligning and embedding the gifted Māori values</p> <p>3.3.5 Kaiarahi i te Reo supporting this mahi 2 days/week</p> <p>3.3.6 Coaching in Reo, Karakia and Karanga for SLT</p>	
<p>4. Governance enhanced through</p> <ul style="list-style-type: none"> – Developing a ten year strategy – Strengthening internal evaluation – Aligning vision, values, motto, graduate profile and logo with Manawhenua aspirations 	<p>4.1 Strengthening internal evaluation</p> <p>4.2 Align school vision, values, motto and graduate profile to Manawhenua aspirations</p> <p>4.3 Further develop the process for internal BoT process review</p> <p>4.4 Enhance evaluation processes for school programmes</p> <p>4.5 Develop a ten year high level strategy</p> <p>4.6 Undertake a review of the uniform</p>	

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