

Otamatea High School

Te Kura Tuarua O Otamatea



Charter & Strategic Plan

VISION

A Culture of Excellence

VIRTUES

Collective Responsibility
Environmental Awareness
Respect and Honesty
Individual Uniqueness
Excellence

To be the best we can be.

MISSION STATEMENT

Otamatea High School aims to provide the resources and the curriculum that will develop the whole student within a safe and secure learning environment.

Our School

Established in 1966, Otamatea High School is a rural Y7-13, co-educational, fully-funded State High School. Situated in Maungaturoto, the High School is approximately 45 minutes south of Whangarei and 90 minutes north of Auckland when travelling by car. It has three contributing primary schools which are situated at Kaiwaka, Maungaturoto and Paparoa. The school also draws students from the wider area of Mangawhai, Waipu, Matakohē, Ruakaka and Tinopai. The roll GMFS for 2009 is 523 students. The High School has a property occupancy agreement with the Ministry of Education on Bickerstaffe Road, Maungaturoto. The total site area is 7.7060 hectares.

Otamatea High School is recognised as a progressive school offering students a wide range of curriculum choices. Having said this, the school still maintains a firm commitment to traditional values. Some outstanding features of the school are its academic success, sporting prowess and innovative pastoral care programme. On entering the senior school, students can access a “Pathway” of learning. These include ‘Academic’, ‘Vocational’ and ‘Workskills’ programmes. The ‘Workskills’ programme is of particular interest to those who excel in practical industry based courses.

The school’s Maori community is catered for with instruction in Te Reo Maori being available to all students at all levels. The school is using the initiatives outlined in ‘Engaging Taitamariki in Learning’ to increase Maori achievement.

Male Maori students will be helped by providing a mentoring support programme and the needs of individual Maori students will be co-ordinated through the student support committee. The school has a goal to increase Maori achievement in NCEA Level 2 to 75% by 2012.

The school enables students to access work experience in an area of employment in which they are interested. Coupled with this, all senior students have the opportunity to enter the Gateway programme which offers them a chance to gain practical experience in their chosen career. The school also offers a range of Community Education programmes for adult learners and they are also encouraged to enrol in programmes which the school offers.

The school has established close working relationships with community groups and other educational establishments. These include the Maungaturoto Country Club, Kaiwaka Sports Association, local businesses, local Iwi, other Secondary schools, NorthTec and Manukau Institute of Technology. The school also makes use of the New Zealand Correspondence School, although this is decreasing as the school gets bigger and is able to broaden its curriculum base in the senior school.

Having undergone a major modernisation programme the Board of Trustees is now looking at restructuring existing facilities to better enhance learning opportunities for students. Under consideration is the modernisation of the Art room, the upgrade of IT services and the development of a Learning Centre. Teaching staff are being encouraged to improve their IT skills so that they will be able to develop and maintain

their own webpage. This will mean that parents and students will be able to access subject and assessment information at any time and from anywhere.

The Education Review Office congratulated the school, in its Year 2008 report, on the value it placed on its students. It noted that the school's guidance and support networks, curriculum delivery and career education initiatives were of high quality. Student welfare is a high priority for the school.

The School Community

The community consists primarily of two major groupings:

- the residents of the townships of Maungaturoto, Paparoa, Matakohe, Tinopai, Kaiwaka, Mangawhai and Waipu serving the needs of an extensive hinterland. Most of the community derives its income from this source. There is an active Maori component and two marae are situated in the vicinity of the school.
- the farming community, largely comprised of dairy farmers, is either owner operators or share milkers.

The community wishes the High School to provide a sound educational base for its students. Parents play an active role in supporting the school and their children's education. They have high expectations of the school and many see their children going on to higher education before joining the workforce.

Consultation is held each year with both the school's general and Maori communities.

An annual consultative hui is held with the Maori community and in 2009 a one day conference will be held involving all groups belonging to the school community.

Codes of Conduct

Board of Trustees:

The Board of Trustees agrees to:

1. ensure that the needs of the children and their learning are given full consideration when planning, resourcing and implementing the school's curriculum.
2. ensure that all students are provided with an education which respects their individuality and which challenges them to reach the highest standards of personal achievement.
3. serve their school and their community to the best of their ability and be honest, reliable, trustworthy, loyal and fair.
4. respect the integrity of the Principal, staff, parents and students.
5. maintain the confidentiality and trust vested in them.
6. ensure strict confidentiality of papers and information related to the Board's position as employer.
7. ensure that individual trustees do not act independently of the Board and its decisions.
8. accept that the Principal is the professional leader of the school who is responsible to the Board.

The Principal:

In carrying out his duties, the Principal agrees to:

1. ensure that the needs of the students and their learning are given full consideration in planning, resourcing and implementing the school's curriculum.
2. show a commitment to the belief that each student is of equal value and is entitled to an education which respects their individuality and challenges them to reach their highest standards of personal achievement.
3. be loyal to the charter and fully committed to achieving its purpose, aims and objectives.
4. respect the integrity of staff, members of the Board of Trustees, parents and students, and show a commitment to the continuing development of the staff's professional skills.
5. work co-operatively with school staff, but take final responsibility for decisions within the Principal's authority as delegated by the Board.
6. provide all information on a student to any person with legal rights to the information who requests it, and respect confidentiality by keeping information on students from people who have no right to it.
7. not vote in Board of Trustees' decisions in relation to the Principal's employment.

Charter Undertaking

- 1 This Charter is an agreement between the Board of Trustees of **OTAMATEA HIGH SCHOOL** and the Minister of Education.
- 2 In governing this school, the Board of Trustees will take all reasonable steps to ensure that the school meets the goals and objectives of this Charter with the resources and time available to it, in accordance with section 64 of the 1989 Education Act.
- 3 The Government's commitment to the Board of Trustees is to provide funding for salaries and the operation of schools out of money appropriated by parliament, in accordance with section 79 of the 1989 Education Act.
- 4 The operation of the school and its progress in meeting its Charter objectives will be reviewed regularly by the Education Review Office.
- 5 The Charter contains: the guiding principles, mission statement, a description of the school and its community, National Educational and Administrative Guidelines, codes of conduct, Strategic Plan and Annual Goals and the Charter Undertaking.
- 6 The partnership between the school and its community will play a vital part in achieving the goals of the Charter.
- 7 This Charter will remain in force until such times as it is amended in accordance with provision of the Education Act 1989, or is withdrawn by the Minister of Education.
- 8 The **OTAMATEA HIGH SCHOOL** Board of Trustees agrees to administer the school so as to ensure that the school's operations take into account all the National Educational Guidelines and reflect both the content and the spirit of this Charter.
- 9 The Board of Trustees of this school accepts the obligation to adhere to all relevant Acts of Parliament, National Guidelines for Education, industrial awards and agreements, and regulations as they relate to the school.

Signed:

Date:
(Chairman, Board of Trustees)

Signed:

Date:
(Minister of Education)

The National Education Guidelines (NEGs)

The National Education Goals

Education is at the core of our nation's effort to achieve economic and social progress. In recognition of the fundamental importance of education, the Government sets the following goals for the education system of New Zealand.

- 1 The highest standards of achievement, through programmes which enable all students to realise their full potential as individuals, and to develop the values needed to become full members of New Zealand's society.
- 2 Equality of educational opportunity for all New Zealanders, by identifying and removing barriers to achievement.
- 3 Development of the knowledge, understanding and skills needed by New Zealanders to compete successfully in the modern, ever-changing world.
- 4 A sound foundation in the early years for future learning and achievement through programmes which include support for parents in their vital role as their children's first teachers.
- 5 A broad education through a balanced curriculum covering essential learning areas. Priority should be given to the development of high levels of competence (knowledge and skills) in literacy and numeracy, science and technology and physical activity.
- 6 Excellence achieved through the establishment of clear learning objectives, monitoring student performance against those objectives, and programmes to meet individual need.
- 7 Success in their learning for those with special needs by ensuring that they are identified and receive appropriate support.
- 8 Access for students to a nationally and internationally recognised qualifications system to encourage a high level of participation in post-school education in New Zealand.
- 9 Increased participation and success by Māori through the advancement of Māori education initiatives, including education in Te Reo Māori, consistent with the principles of the Treaty of Waitangi.
- 10 Respect for the diverse ethnic and cultural heritage of New Zealand people, with acknowledgment of the unique place of Māori, and New Zealand's role in the Pacific and as a member of the international community of nations.

The National Administration Guidelines (NAGs)

In order to ensure that the National Education Goals are met, Boards of Trustees and Principals respectively, are also required to follow sound governance and management practices involving curriculum, employment, financial and property matters applying to schools. Further details of these requirements are found in the relevant legislation, appropriate contracts of employment and, from time to time, guidelines promulgated by the Secretary for Education.

The National Administration Guidelines support learning and assist schools to work towards the National Education Goals. They provide direction in six areas of school operations.

1. curriculum requirements and student achievement
2. documentation and self-review
3. employer responsibilities
4. financial and property management
5. health and safety
6. administration.

NAG 1

Each Board of Trustees is required to foster student achievement by providing teaching and learning programmes which incorporate the New Zealand Curriculum (essential learning areas, essential skills and attitudes and values) as expressed in National Curriculum Statements.

Each Board, through the principal and staff, is required to:

- (i) develop and implement teaching and learning programmes:
 - (a) to provide all students in years 1-10 with opportunities to achieve for success in all the essential learning and skill areas of the New Zealand curriculum;
 - (b) giving priority to student achievement in literacy and numeracy, especially in years 1-4;
 - (c) giving priority to regular quality physical activity that develops movement skills for all students, especially in years 1-6;
- (ii) through a range of assessment practices, gather information that is sufficiently comprehensive to enable the progress and achievement of students to be evaluated; giving priority first to:
 - (a) student achievement in literacy and numeracy, especially in years 1-4;and then to:
 - (b) breadth and depth of learning related to the needs, abilities and interests of students, the nature of the school's curriculum, and the scope of the New Zealand curriculum (as expressed in the National Curriculum Statements);
- (iii) on the basis of good quality assessment information, identify students and groups of students;

- (a) who are not achieving;
- (b) who are at risk of not achieving;
- (c) who have special needs¹

and

- (d) aspects of the curriculum which require particular attention;
- (iv) develop and implement teaching and learning strategies to address the needs of students and aspects of the curriculum identified in (iii) above;
- (v) in consultation with the school's Maori community, develop and make known to the school's community policies, plans and targets for improving the achievement of Maori students;
- (vi) provide appropriate career education and guidance for all students in year 7 and above, with a particular emphasis on specific career guidance for those students who have been identified by the school as being at risk of leaving school unprepared for the transition to the workplace or further education/training.

NAG 2

Each Board of Trustees, with the principal and teaching staff, is required to:

- (i) develop a strategic plan which documents how they are giving effect to the National Education Guidelines through their policies, plans and programmes, including those for curriculum, assessment and staff professional development;
- (ii) maintain an on-going programme of self-review in relation to the above policies, plans and programmes, including evaluation of information on student achievement;
- (iii) report to students and their parents on the achievement of individual students, and to the school's community on the achievement of students as a whole and of groups (identified through 1(iii) above) including the achievement of Maori students against the plans and targets referred to in 1(v) above.

NAG 3

According to the legislation on employment and personnel matters, each Board of Trustees is required in particular to:

- (i) develop and implement personnel and industrial policies, within policy and procedural frameworks set by the Government from time to time, which promote high levels of staff performance, use educational resources effectively and recognise the needs of students;
- (ii) be a good employer as defined in the State Sector Act 1988 and comply with the conditions contained in employment contracts applying to teaching and non-teaching staff.

¹ including gifted and talented students

NAG 4

According to legislation on financial and property matters, each Board of Trustees is also required in particular to:

- (i) allocate funds to reflect the school's priorities as stated in the charter;
- (ii) monitor and control school expenditure, and ensure that annual accounts are prepared and audited as required by the Public Finance Act 1989 and the Education Act 1989;
- (iii) comply with the negotiated conditions of any current asset management agreement, and implement a maintenance programme to ensure that the school's buildings and facilities provide a safe, healthy learning environment for students.

NAG 5

Each Board of Trustees is also required to:

- (i) provide a safe physical and emotional environment for students;
- (ii) comply in full with any legislation currently in force or that may be developed to ensure the safety of students and employees.
- (iii) Where food and beverages are sold on school premises, make only healthy options available; and
- (iv) Comply in full with any legislation currently in force or that may be developed to ensure the safety of students and employees.

NAG 6

Each Board of Trustees is also expected to comply with all general legislation concerning requirements such as attendance, the length of the school day, and the length of the school year.



Otamatea High School

Te Kura Tuarua Ō Otamatea

Strategic Plan

School Objective

The wider school community, Board of Trustees and staff have identified the following objectives as being the school's priorities. Not all will be addressed immediately but by planning carefully will address them all over the next 5 years.

Those selected each year will become the Board's goals for that year and will be reflected in the Principal's, the HELAs and staff goals and they will be reported on through the Principal's reports, annual Head of Essential Learning Area reports and the Board's own Annual Report. These reports will be reviewed on an annual basis in consultation with support groups associated with the school, the school community and the staff.

Strategic Direction

1. To provide a quality learning programme that is based on enhancing knowledge, skills, attitudes and values outlined in the National Curriculum Framework and which is aimed at enabling students to attain their full potential.

This will be achieved through:

- a) Developing a broad based curriculum programme in all the essential learning areas.
- b) Focusing on improving levels of literacy and numeracy.
- c) Use of consistently applied procedures of assessment and use of individual and aggregated achievement information to target student learning needs, for programme planning and for reporting student achievement.
- d) Identifying those students at risk of not achieving and those with special learning needs and taking intervention measures to improve their learning outcomes.
- e) Working with the Maori community and with Maori students to raise their levels of achievement.
- f) Providing appropriate career guidance to students in Year 7 and above emphasising especially, guidance for those at risk of not making the transition to the workplace or further study.
- g) Implementing programmes targeting those students for whom English is not the home language (ESOL).
- h) Implement a programme targeting the more academically able students.
- i) Implementing a system of Classroom Management across the school that ensures all students are able to learn without interruption.
- j) Promoting the use of ICT throughout the school to enhance administration, teaching and learning outcomes.

2. To have an effective means of evaluating the school's programmes and activities, enabling valid planning and reporting to occur.

This will be achieved through:

- a) Developing long term goals and annual priorities or targets.
- b) Each year frame an annual action plan.
- c) Having in place a programme and process for reviewing, on a cyclical basis, school operations with an emphasis on learning programmes and assessment.

3. To provide a school climate which attracts the best available staff, promotes high levels of staff performance to support the school's aims, objectives, policies and plans.

This will be achieved through:

- a) Acting at all times as a good employer as defined in the State Sector Act.
- b) Developing and implementing sound and effective recruitment procedures.
- c) Establishing and maintaining a robust performance management system which continues to build levels of staff performance.
- d) Providing a safe and suitable physical environment for all staff.
- e) Providing an on-going professional development programme for all staff based on school priorities.

4. To allocate and control income and expenditure in ways that effectively support the teaching and learning programmes.

This will be achieved through:

- a) Having safe, effective systems of financial management subject to regular reporting and monitoring.
- b) Having in place appropriate systems of financial planning which sets budget priorities based on identified and prioritised need.
- c) Maintaining systems of asset replacement.

5. To have buildings and site facilities that are appropriate to the programme needs of the school, are conducive to teaching and learning and which comply with relevant health and safety requirements.

This will be achieved through:

- a) A school development plan.
- b) Having a school site which is well maintained, clean, attractive, safe and secure.
- c) Having in operation a school hazards management programme.

6. To have a school climate which promotes and safeguards the physical and Emotional well-being of students.

This will be achieved through:

- a) Providing for the pastoral needs of students.
- b) Having in place a workable and fair behaviour management procedure.
- c) Having means of identifying those students who are at risk and strategies to meet their needs.
- d) Minimising the potential for accident or injury through having sound procedures to be followed in the event of emergency, crisis or potential risk.

7. To encourage higher levels of community involvement in the school's activities.

This will be achieved through:

- a) Implementing an annual programme of consultation and communication.
- b) Provision of timely accurate information to the community.
- c) Developing approaches to having positive interaction between the school and its community.

8. To develop and maintain programmes and an ethos that reflects New Zealand's cultural diversity and in particular the unique position of Maori as the tangata whenua.

This will be achieved through:

- a) Ensuring that plans and policies are sensitive to the cultural background and values of the various ethnicities represented at the school especially tikanga Maori.
- b) Ensure consideration is given to incorporating elements of other cultures in learning programmes and delivery.
- c) Encouraging staff to develop higher levels of understanding of New Zealand's cultural diversity and of Treaty of Waitangi obligations.
- d) Having a consultative process which involves the Maori community in learning strategies and programmes aimed at raising achievement levels of Maori students.
- e) As far as is practicable provide opportunities for programme delivery in te reo Maori.

9. To fully comply with all regulatory and legislative requirements as they relate to the school's operations and to Board of Trustee activities.

This will be achieved through:

- a) Ensuring the school complies with Education Act requirements.
- b) Monitoring and improving student attendance.
- c) Meeting all reporting requirements.
- d) Meeting all obligatory legal provisions covering privacy, human rights, protected disclosures, smoking and animal welfare.
- e) Ensuring all Board procedures meet the requirements laid down for public bodies.

10. To investigate and implement programmes that will meet the learning needs of students of limited academic ability to enable them to find jobs in their chosen field of employment.

This will be achieved through:

- a) Identifying those students who would find obtaining higher levels of academic achievement difficult.
- b) Investigating programmes which have been successful in other schools in other areas with a view to incorporating them into Otamatea High School's curriculum programme.
- c) Apply for additional funding ie: Gateway and STAR to fund appropriate programmes.
- d) Investigate the possibility of funding an offsite campus to run courses in employment skills and possibly in modern apprenticeships.

8. Strategic Planning

- a) The Board of Trustees will develop, and annually review, a strategic plan which sets out goals to raise levels of student achievement in all core areas of the curriculum. The goals will reflect the ongoing learning needs of the students and the means to address those needs.
- b) Each year priorities will be set, based on identified needs of students. These priorities will be evaluated and help form future objectives. The Board will report annually to the Ministry of Education on how it has met its priorities.
- c) The school's management will compile for Board approval an annual operation plan which details activities the school will undertake in order to effectively meet its priorities.



Otamatea High School

Te Kura Tuarua O Otamatea

2009 Goals

Strategic Direction 1 j	Goal	Why	How	Who by	How much	Outcomes
<p>To promote the use of ITC throughout the school to enhance administration, teaching and learning outcomes</p>	<p>1. To provide every teacher a laptop with which they can connect to the administration network.</p>	<p>To enable teachers to electronically mark the roll, enter marks, update their own webpage.</p>	<ul style="list-style-type: none"> - Laptops will be provided through the MoE scheme. - PD will be provided to up-skill all teachers to the necessary knowledge levels. 	<p>Board of Trustees</p> <p>Shane O'Mahony</p>	<p>\$10,000</p> <p>No cost</p>	<p>More use is made by Teachers of ITC for teaching and administration.</p> <p>Students are able to access subject information through the school website and teacher web pages.</p>
	<p>2. To develop every teacher's ITC capability.</p>	<p>To enable teachers to complete the following tasks.</p> <ul style="list-style-type: none"> - enter their own marks - manage mark books according to school policy. - Write their own reports. - Maintain their own web pages. 	<p>PD will be offered to all teachers tailored to their individual requirements.</p>	<p>ITC Senior Manager</p>	<p>\$500</p>	<p>All teachers will be able to carry out administrative and assessment requirements by computer.</p>

Strategic Direction 1 e	Goal	Why	How	Who by	How much	Outcomes
To work with the Maori community and with Maori students to raise their levels of achievement.	To raise Maori achievement in NCEA Level 2 to 75% in 2012.	A National Educational priority as Maori students are lagging behind their Pakeha counterparts academically.	- By using the 'Engaging Taitamariki in Learning' initiative.	Principal, SMT and other staff.	\$20,000	Through providing individualised educational programmes and life skills support and mentoring Maori student achievement will rise to more closely reflect the levels of other students at Otamatea High School.
			- Provide a mentoring support system.	Tu Tane and interested staff.	\$3,000	
			- Co-ordination of individual Maori student needs through the Student Support Committee.	Student Support Committee and Community Liaison Officer.	\$10,000	
Strategic Direction 7 c	Goal	Why	How	Who by	How much	Outcomes
To encourage higher levels of community involvement in the school's activities.	To initiate approaches that will provide positive interaction between the school and it's community.	To promote Maori achievement and to develop more positive engagement by teachers with Maori students.	- Consultative Hui held for Maori Whanau.	Principal & Board of Trustees	\$500	Whanau more engaged with their children's education.

Strategic Direction 1 a	Goal	Why	How	Who by	How much	Outcomes
To develop a broad based curriculum programmes in all the ELA's	To have a curriculum plan by the end of 2009 that has been shared by the entire school which outlines Otamatea High School's vision, values and links each learning area to the NZ curriculum principles and competencies.	To introduce the new revised curriculum across all year levels.	Provide subject specific and 'whole staff' PD focussing on - school vision - key competencies at Teacher Only Days and with Team Solutions.	Team Solutions Deputy Principal HELAs	\$20,000	The 'Revised Curriculum' will be introduced successfully in 2010. All teachers will be conversant with all aspects of the 'Revised Curriculum'. Staff, students and community will have a shared vision for the school.