

MOTUEKA HIGH SCHOOL

CHARTER 2015

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Developed February 2015 for the period 2015-2017

Signed: _____

Chairperson Board of Trustees

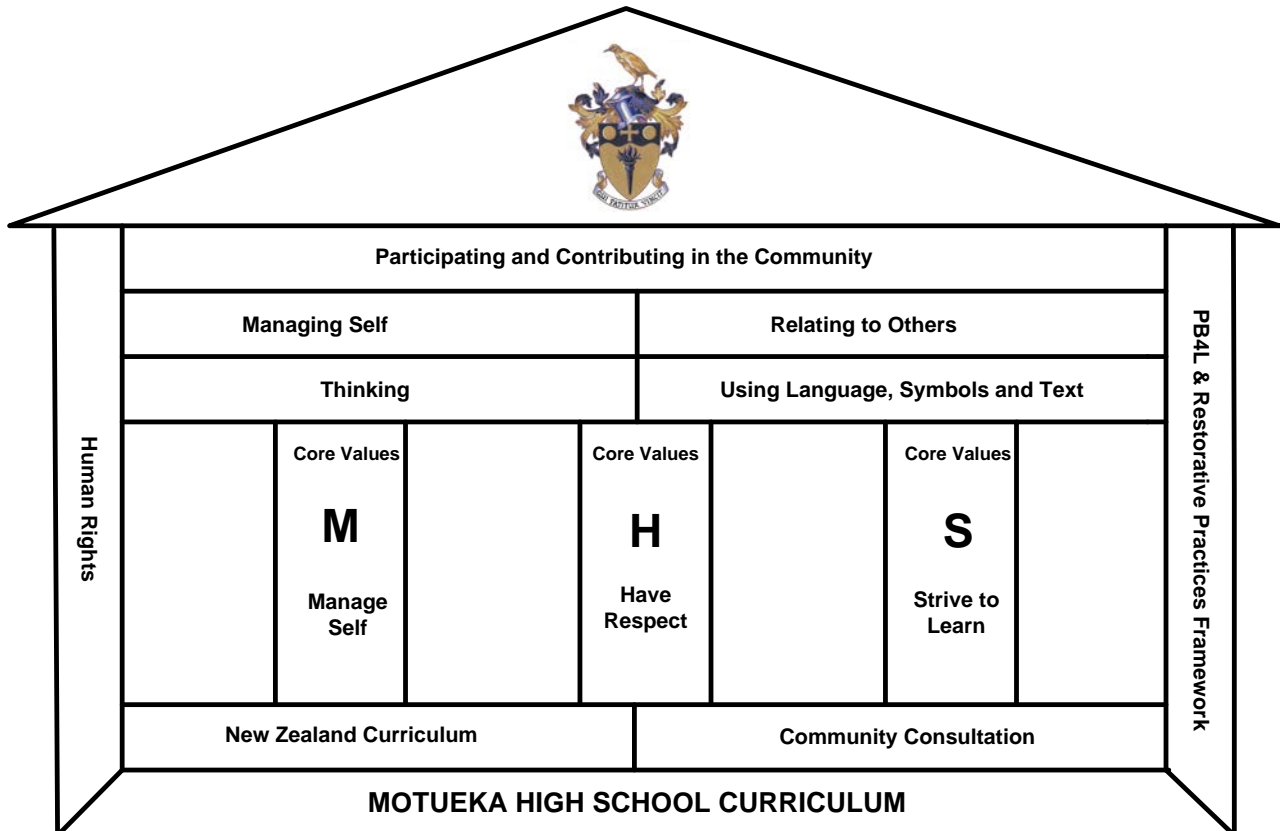
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MOTUEKA HIGH SCHOOL

“The Motueka High School Way”



THE STORY BEHIND “THE MOTUEKA HIGH SCHOOL WAY”

Both the Curriculum and the Core Values for Motueka High School are underpinned by the NZC Key Competencies (Managing Self, Relating to Others, Thinking and Using Language, Symbols and Text) the wider New Zealand Curriculum Document and Community Consultation.

The Human Rights Framework, The Positive Behaviour for Learning (PB4L) philosophy and the Restorative Practices Framework also support and guide our direction.

MOTTO, SLOGAN, MISSION, VALUES AND VISION

MOTTO

(Our guiding principle)

Qui Patitur Vincit – Success Through Effort

Kia Kaha, Kia Uu

SLOGAN

(Our student-generated expression of what MHS means to them)

Today's Learners; Tomorrow's Leaders

MISSION STATEMENT

(why does our school exist?)

Preparing our young people to take their place in the world

VISION STATEMENT

(where do we want to be in the future?)

We will be a school where:

- Students reach their full potential
- Students are proud to be attending
- Learning is community and student focused
- Learning and teaching of the highest calibre occurs
- A holistic (hau ora) approach to student development is evident
- The community holds our school in high regard

Students who attend our school will:

- Have a strong sense of who they are
- Have a pride in our school
- Leave being able to contribute to and function in their community
- Leave confident in their ability to learn, change, adapt, cope with set-backs and to grow
- Reach their full potential academically, culturally and physically

VALUES STATEMENT

(what values underpin our day-to-day function?)

Belonging to the community:

- We are a school that values its partnership with its community.
- We value the support we get from the community.
- We want to provide an excellent school for the students of our community.

Respect:

- Our school is one that demonstrates respect for self, respect for others and respect for the environment.

Individual worth:

- Every student who attends Motueka High School will experience success and have the opportunity to develop their full potential.
- Every student is valued as a unique individual.
- Every member of staff is valued as an individual and for their contribution to learning.

Learning is valued:

- As a school community we value life-long learning.
- We believe in the importance of students knowing how to learn.
- We believe in developing an enthusiasm for learning among our students.

Interwoven with these values are the Māori values of:

- | | |
|-------------------------|--|
| • <i>Aroha</i> | Empathy for others |
| • <i>Manakitanga</i> | Caring for others |
| • <i>Matauranga</i> | Seeking knowledge/gaining an education |
| • <i>Whanaungatanga</i> | Family and community sharing |
| • <i>Mana</i> | Respect for and from others |
| • <i>Wairua</i> | Spirituality |
| • <i>Mauri</i> | Life force |

DESCRIPTION OF THE SCHOOL COMMUNITY

Motueka High School draws its student population from 14 contributing schools stretching from Marahau to Dovedale and Mapua. The schools cater for the student population of Motueka township and the densely populated rural surrounds.

Motueka township is situated 35Km from Richmond and 45Km from the city of Nelson. Motueka is in close proximity to three National Parks – Kahurangi, Abel Tasman and Nelson Lakes – as well as being near the coastal resort of Kaiteriteri.

The Motueka Region has its economic base in horticulture, agriculture, forestry, fishing and tourism which makes the town a regionally important servicing and shopping centre.

The community is made up of diverse groups including cooperative communities, artists, retired people, religious groups, people with strong ethnic backgrounds, itinerant workers and strong established rural communities.

GENERAL DESCRIPTION OF THE SCHOOL

Motueka High School is a State co-educational Year 9 to Year 13 secondary school with approximately 700 pupils, a large number of whom travel by bus.

We pride ourselves in the knowledge that we know all of the students in our school, care about them as individuals and work hard to help them to achieve their goals. The school culture is proud, positive, supportive, safe, caring, adaptable, resilient and open to scrutiny.

The focus of our school is on effective teaching and learning. School programmes are relevant, innovative and appropriate to student needs.

MOTUEKA HIGH SCHOOL MANAGEMENT STRUCTURE





BOARD OF TRUSTEES

The Motueka High School Board of Trustees meets approximately 10 times per year (December and January excluded). Several sub-committees of the Board of Trustees exist to support the functions of the full board.

Sub-committees:

- ⇒ Finance (convened once a month)
- ⇒ Property (convened as required)
- ⇒ Policy (convened once a month)
- ⇒ Personnel (convened as necessary)
- ⇒ Health and Safety (BoT Rep to sit on school H&S Committee)
- ⇒ Disciplinary (convened as necessary)

SENIOR LEADERSHIP TEAM

	Scott Haines Principal		Stacey Fry Deputy Principal
	Paul Blackbeard Deputy Principal		Megan Coleman Executive Officer

RECOGNISING NEW ZEALAND'S CULTURAL DIVERSITY

Education Act 1989 Section 61 (3) (a) (i) & (ii)

Motueka High School, as appropriate to its community, will develop procedures and practices that reflect New Zealand's cultural diversity and the unique position of Māori.

In recognising the unique position of Māori, Motueka High School will take all reasonable steps to provide instruction in Tikanga Māori (Māori culture) and Te Reo Māori (Māori language) for students whose parents request it.

To achieve this Motueka High School will:

- Provide adequate resources and support Tikanga and Te Reo Māori programmes in the school.
- Support students learning Te Reo Māori.
- Ensure that Motueka High School receives guidance from our school Kaumatua.
- Support students to participate in Ngā Manu Kōrero.
- Provide for the pastoral care needs of our Māori students.
- Provide a Whānau Class for all students who learn Te Reo Māori, and for any other students who wish to belong, in support of improving educational outcomes for our Māori students.
- Provide a forum for our Māori parents and the local iwi to ensure regular consultation on school policies, procedures and planning – what do we do for iwi?
- Use correct Māori protocol, when appropriate, to pōwhiri manuhiri on to our school, to poroporoaki groups travelling from our school and any other occasions as they arise.
- Developing plans for the building of a Cultural Education Centre in cooperation with Te Awhina Marae, local iwi and iwi entity groups.
- Consultation and communication with Te Āwhina, the local Marae in the spirit of partnership.
- Te Awhina Marae Representation on the Board of Trustees.

Māori Responsiveness Plan

If a Whānau requests a higher level of Tikanga or Te Reo than is at present available in our school Māori programme, the school and family will discuss and explore the following options:

- Further explain the existing programmes.
- Further extend the existing programmes if and as appropriate.
- Combine with a neighbouring school for parts of the day/programme.
- Provide in-school support and resources to further enhance inclusion of Te Reo and Tikanga within the student's classes.
- Explore other schools who may offer a programme closer to their expectations.
- Other negotiated options.

STRATEGIC AIMS & TARGETS/GOALS - 2015-2017

The Strategic Goals outlines the direction that Motueka High School intends to follow for the next three years. It shows areas that the school intends to develop as well as outlining the processes that ensure good management, regular self-review and compliance with legislation.

There are 5 National Administration Guidelines that govern our activities

NAG 1

Curriculum Requirements and Student Achievement

To provide quality teaching and learning programmes which promote high levels of student engagement and achievement.

NAG 2

Documentation and Self-Review

To maintain effective communication with the school community (students, parents, staff and the wider community) on student progress and achievement.

NAG 3

Personnel

To provide a positive school culture that attracts, retains and develops the best personnel available to support the teaching and learning programmes in the school and to act as a good employer.

NAG 4

Finance & Property

To ensure that the future development of buildings and facilities provides a safe, healthy and innovative teaching and learning environment for staff and students.

NAG 5

Health & Safety

Continue to improve the environment that provides for the physical and emotional well-being of students and staff.

STRATEGIC AIMS 2015-2017

The Strategic Goals outlines the direction that Motueka High School intends to follow for the next three years. It shows areas that the school intends to develop as well as outlining the processes that ensure good management, regular self-review and compliance with legislation.

PRIORITY 1: *To provide quality teaching and learning programmes which promote high levels of student engagement and achievement.*

(NAG 1 Curriculum Requirements and Student Achievement)

- *Strategic Aim 1: Every student meets our school wide goal of 90% or better attendance.*
- *Strategic Aim 2: Every student can read and write*
- *Strategic Aim 3: Our students experience success in NCEA*
- *Strategic Aim 4: The achievement levels of our Māori and Pasifika learners are accelerated to close the gap.*
- *Strategic Aim 5: Our learners with Gifts and Talents are identified, developed and extended.*

PRIORITY 2: *To maintain effective communication with the school community (students, parents, staff and the wider community) on student progress and achievement.*

(NAG 2 Documentation and Self-Review)

- *Strategic Aim 1: Robust and meaningful self-review processes help the school continually improve our practice.*
- *Strategic Aim 2: The school community are informed about our performance and have the opportunity to contribute to the way we do things.*

PRIORITY 3: *To provide a positive school culture that attracts, retains and develops the best personnel available to support the teaching and learning programmes in the school and to act as a good employer.*

(NAG 3 Personnel)

- *Strategic Aim 1: We support and develop the people who support and develop our learners.*
- *Strategic Aim 2: Our Staff Appraisal system is meaningful and delivers useful outcomes for staff and the school*
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PRIORITY 4: *Allocate funds to reflect the school's priorities as stated in the charter*

(NAG 4 Finance)

- *Strategic Aim 1: Our allocation of funds reflect our priorities (as stated in our charter).*
- *Strategic Aim 2: We grow our base of locally Raised Funds so that we can invest this into our school.*

PRIORITY 5: *Continue to improve the environment that provides for the physical and emotional well-being of students and staff.*

(NAG 5 Health & Safety)

- *Strategic Aim 1: Our staff and students are physically and emotionally safe.*
- *Strategic Aim 2: Student behaviour is managed in ways to minimise Stand-downs, Suspensions, and Exclusions*

The consultation process has included students, teaching and support staff, Board of Trustees, parents (through the PTA and termly parent focus group meetings) and the Māori community through Te Āwhina Marae and the Runanga Matua.

PRIORITY ONE: To provide quality teaching and learning programmes which promote high levels of student engagement and achievement

Strategic Aim 1: All students meet our school-wide goal of 90% attendance or better.			
Annual Objective: Refinement of our attendance procedures to more effectively communicate the link between student attendance and student achievement		Annual Target: 90% student attendance at school (inclusive of justified and non-justified absences)	
Baseline Data/Supporting Information: Attendance rate summary Our summary of the Attendance Data and what it means to us (as at T4 2014) Attendance policy & ROCKON Flowchart			
When	What/Action	Who	Indicators/Progress
Daily	Ensure accuracy of attendance recording.	Teachers	Daily List of Teacher non-compliance on Staff whiteboard.
Daily	Ensure accuracy of data input	Student Office / Teachers	System in place to check these are coded right. (Green slips)
Monthly	Attendance Committee convenes to review school-wide attendance rates and refine attendance processes	DP & Members of the Attendance Committee (DP, Staff members & Students)	School-wide attendance rates improving. Less student Green slips to clear. Positive feedback staffing and students re attendance processes.
Monthly	ROCK ON GROUP convenes to caseload individual students with attendance concerns.	SLT, DTS, CYFS, Police, MoE, Kaumatua	Less individuals of concern brought to meetings. Individuals of concern go through intervention process and re-engage.
Every Term	Regular promotion of importance of attendance to students, parents and caregivers.	Form Teachers (form classes) Deans (year levels) DPs & Principal (weekly assemblies and end of term attendance draw)	Students and parents aware of link between attendance and achievement Increase in numbers in students being allowed to attend senior ball due to attendance Increase of number of junior students graduating within the attendance criteria

Strategic Aim 2: Every student has the numeracy and literacy skills required to enable them to access the curriculum.

<p>Annual Objective:</p> <p>Develop and implement assessment tools to measure Literacy and Numeracy in the junior school and Refine school systems and structures to raise literacy and numeracy levels for junior school students.</p>	<p>Annual Target:</p> <p>To have 90% of Year 9 students performing at or above Level 4A on asTTle assessments and 90% of Year 10 students performing at or above Level 5P on asTTle assessments.</p>
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Baseline Data/Supporting Information:

GET E-ASTTLE REPORT FROM WP (PREPARED BY Ki)

[ERO National Report: Literacy and Mathematics in Years 9 and 10: Using Achievement Information to Promote Success \(July 2012\)](#)

[ERO National Report: The Collection and Use of Assessment Information - Good Practice in Secondary Schools \(June 2007\)](#)

When	What/Action	Who/Responsibility	Indicators/Progress
??? Check with Wp	Undertake benchmark writing assessment for Year 9 and 10 cohort.	HOD English	Every student has benchmark writing data that shows where they are benchmarked against the cohort.
February & November yearly	Undertake pre and post E-asTTle reading testing with Year 9 and 10 cohorts.	E-asTTle Coordinator	Every student has pre and post test data.
At beginning of 2015	PD for staff about how they can use literacy and numeracy data to inform their unit and lesson planning.	SENCO & PD Coordinator	Staff accessing Literacy and Numeracy data in KAMAR. Staff using this data in unit plans to adapt the curriculum for individual students.
29 January 2015 (1 st TOD)	Sharing data with teachers to inform planning and teaching.	E-asTTle Coordinator	All staff will know what literacy data is available and where to access it. All staff will be able to interpret the data.

Strategic Aim 3: Our students experience success with NCEA			
Annual Objective: Elements of learners identity, language and culture are integrated into the curriculum, student achievement data is used to target resources to optimum effect, early, intensive support is provided to those who are falling behind, and high expectations for success are held for all.		Annual Target: NCEA Level 1 = 80% (The National Average for 2013) NCEA Level 2 = 85% (Minister Parata's Target) NCEA Level 3 = 78% (The National Average for 2013) University Entrance = 69.5% (The National Average for 2013) Note – 2014 data not available at the time of writing	
Baseline Data/Supporting Information: NCEA Results Analysis (as at 2013 academic year) & NCEA Results Analysis (as at 2012 academic year) Education Counts NCEA Data (2010-2013) ERO National Report: Achievement 2013-2017: Success for students in 2013 (Nov 2014) ERO National Report: Raising Achievement in Secondary Schools (June 2014) ERO National Report: The Collection and Use of Assessment Information - Good Practice in Secondary Schools (June 2007)			
When	What/Action	Who/Responsibility	Indicators/Progress
January Term 1 Term 2 Each Term Term 3 Early Term 4	<p>Student Monitoring</p> <ul style="list-style-type: none"> Appointment of a unit holder with responsibility for NCEA Monitoring and Liaison. Duties include: Early identification of students who are at risk of not achieving (based on previous performance). Disseminate information to Deans and Teachers. Target these students for additional support. Identify Scholarship students at the start of Term 2. Coordination of scholarship students, liaising with teachers, parents and students to make them aware of requirements Tracking and providing data on literacy and numeracy Co-coordinating 'extra' sessions in Term 3 and 4 for students who need to gain their literacy and numeracy credits (i.e. providing a time and place for students to do re-sits or to complete Unit Standards to meet these criteria). Monitoring Level 2 and 3 students to ensure that they achieve the UE literacy requirements Liaise with HOD's re tutorials for Y12 & Y13 students who should be aiming for Excellence Provide information to the Principal and staff on students achieving Excellence Complete calculations for Dux, Proxime Accessit, Academic Blues and Top Maori Student 	TIC NCEA Monitoring and Liaison (Ac)	<p>Students at Risk of Not Achieving in NCEA will be identified early and targeted for additional support.</p> <p>Scholarship students will be effectively supported.</p> <p>Students requiring support with Literacy and/or numeracy credit support will be identified.</p> <p>Additional support is offered to students who are at risk of not achieving in NCEA</p>
Throughout 2014	Review the junior school curriculum to ensure it meets the expectations of the community and is relevant and engaging for students.	DP with Curriculum Responsibility to lead (Fr)	<p>All stakeholders (students, parents, staff, BoT & Māorui Community) involved and consulted.</p> <p>Curriculum Mapping completed</p> <p>Plans and timeframes established for</p>

			implementation of new curriculum.
Termly	<p>Actively pursue strategies that will encourage parents to take an active role in their child's education</p> <ul style="list-style-type: none"> - Parent Interviews - Parent focus group meetings - Runanga Matua hui - PTA Meetings - TIPS Sessions (Teen Information Parent Sessions) designed to support parents to support their students. 	<p>SLT to manage Deans to Convene HOD Māori to convene PTA Chair convenes HOD Guidance/Principal establish TIPS Schedule</p>	<p>Parents of our learners are engaged with the school.</p>

Strategic Aim 4: The Achievement Levels of our Māori and Pasifika learners are accelerated to close the gap.			
Annual Objective: Accelerate the progress of our Māori and Pasifika learners to close the achievement gap between non-Māori & Pasifika learners.		Annual Target: NCEA Level 1 Māori = 68% for 2015 NCEA Level 2 Māori = 76% for 2015 NCEA Level 3 Māori = 68% for 2015 University Entrance Māori = 52% for 2015 NOTE – Targets based on National Average figures for Māori students in 2013. (2014 data not available at time of writing)	
Baseline Data/Supporting Information: Māori Student Achievement Data 2009 – 2014 Education Counts Data for MHS with Comparative data ERO National Report: Improving Education Outcomes for Pacific Learners May 2012 ERO National Report: Raising Achievement in Secondary Schools (June 2014) Ka Hikitia Accelerating Success 2013-2017 Pasifika Education Plan 2012 – 2017 (Version 2) Motueka High School Māori Improvement Plan 2015 NCEA Monitoring & Liaison Job Description Accelerating Priority Learner Achievement Coordinator Job Description			
When	What/Action	Who/Responsibility	Indicators/Progress
Ongoing	Connecting, Listening and Responding Create productive partnerships with whanau, hapū, iwi and Māori and Pasifika entities that are focused on educational success: <ul style="list-style-type: none"> - Te Āwhina Marae representation on BoT - Regular Runanga Matua meetings - TOD's at Te Āwhina Marae - Strategic partnerships with NRAIT, Wakatu Incorporation and KIMI. 	Led by Principal & supported by staff.	Stakeholders in the Māori and Pasifika community are engaged with the school in learning and educational success focused conversations. Ideas and actions suggested by the Māori and Pasifika community are valued and responded to.
Ongoing	Develop teaching strategies that are culturally appropriate and take into account the learning needs of Māori and Pasifika students. Look at the Best Practice research already undertaken and involve our Māori and Pasifika community. e.g. Ka Hikitia Accelerating Success 2013–2017 , Pasifika Education Plan 2013-2017	Led by TIC Priority Learner Achievement & supported by PD Committee	Classrooms at Motueka High School will be culturally safe and engaging places for all students. Teaching Practices will reflect the needs of the learners.
Termly Term 1 Termly	Identifying Priority Learners for Accelerated Support <ul style="list-style-type: none"> - Monitor and report on student achievement and credit tracking (for all students). - Identify a list of Priority Learners for Accelerated Support. - Send home regular snapshots of NCEA credits (for all students) and Deans follow-up individually with Identified Priority Learners. - <u>All staff</u> know who their priority learners are and prioritise time and resources to accelerate the learning and achievement of these students. 	Led by TIC NCEA Monitoring and Liaison (Ac)	A process is undertaken to identify priority Learners who are at risk of not achieving, but have the potential to achieve with support. <u>All</u> staff prioritise support to accelerate the learning and achievement
Strategic Aim 5: Our Learners with Gifts and Talents are identified, developed and extended.			

<p>Annual Objective:</p> <p>To meet the individual needs of gifted and talented students, by ensuring that they are identified and receive appropriate support as early as possible.</p>	<p>Annual Target:</p> <p>Every Department to complete a scan to identify G&T students in their area and this data is recorded in the G&T Register including details about how the identified students will be supported.</p>
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Baseline Data/Supporting Information: Find out from Bk where the G&T Register is???

[Gifted and Talented Policy](#)

[G&T Coordinator Job Description](#)

[ERO National Report \(2014\) on Best Practice for Gifted and Talented Provision](#)

When	What/Action	Who/Responsibility	Indicators/Progress
Ongoing	Identify students who should be categorised as Gifted and Talented Students.	Led by TIC Gifted and Talented Education (Bk)	- G & T register kept up-to-date
Term 1	Review and refine identification methods (refer to G&T Policy link above)		- -Departments aware of G & T students and have appropriate extension activities and opportunities available
Ongoing (staff encouraged to update their registers in Term 1)	Update G&T Registers		- Mentoring provided for identified G & T students
	Monitoring of G & T student ID on G drive		- Workshops organised and facilitated
	Monitoring of Department Schemes/ programmes for identified G & T students		- Staff informed as opportunities become available
Term 1	Providing mentors for G & T students where appropriate and where possible		- - Students informed of opportunities as they become available
Terms 2 and 3	Organisation of G & T workshops for Year 7 & 8 students using our own G & T students		
	Research PD opportunities for staff and G & T opportunities for students		

PRIORITY TWO: To maintain effective communication with the school community (students, parents, staff and the wider community) on student progress and achievement.

Strategic Aim 1: Robust and meaningful self-review processes help the school continually improve our practices			
Annual Objective: Robust review and reflection of what we do to improve outcomes.		Annual Target: All staff are conducting self-review about their practice and are using this to help inform and refine their future planning.	
Baseline Data/Supporting Information: Self-Review Policy ERO Report on Evaluation at a Glance: What ERO knows about Successful Schools (2011)			
When	What/Action	Who/Responsibility	Indicators/Progress
Term 1	Explore what self-review mechanisms currently exist at MHS and how robust these are	SLT via HOD's	SLT & BoT know what self-review mechanisms currently exist at MHS and how robust these are.
Term 2	Develop a school-wide self-review template for staff to use when undertaking self-review	SLT	Staff/SLT/BoT have access to and have received support to use a self-review template for school-wide use.
Term 2	Self-Review mechanisms built into all aspects of Lesson Planning, Unit Planning, Assessment, class and cohort achievement, school-wide achievement and every major school event	SLT with PD Committee support	HOD's/TIC's/SLT and BoT have self-review mechanisms in place.
TBC	Staff Professional Development undertaken to support self-review expectations	Principal with PD Committee Support	All staff at MHS know how to undertake robust, high quality self-review

Strategic Aim 2: The school community are informed about our performance and have the opportunity to contribute to the way we do things.

Annual Objective: Ensure that our school connects with, our community to report to, listen to, and respond to the needs of our community.	Annual Target: Stakeholders in the school have access to recent, relevant reporting about student achievement data.
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Baseline Data/Supporting Information:
[Community Consultation Policy](#)
[ERO National Report: Partners in Learning: Good Practice \(2008\)](#)

When	What/Action	Who/Responsibility	Indicators/Progress
Various	<p><u>Connection, Listening & Responding</u></p> <p>Seek input from our school community to inform our planning:</p> <p>Examples of how input is sought:</p> <ul style="list-style-type: none"> - PTA - Runanga Matua - Parent Focus Groups - Parent Evenings - Student Course and Teacher Evaluation forms - Student Leaver forms - Specific topic surveys and feedback (parents and staff) - Te Āwhina Marae 	Led by SLT	A comprehensive and diverse range of stakeholders views are actively sought annually to help inform our planning.
	<p><u>Strategic Planning</u></p> <p>MHS Charter produced and shared with the school community. Feedback welcomed.</p>	Principal produces Charter under BoT's guidance & direction.	Our Charter reflects the intent of the Board of Trustees, the aspirations of the community and is owned by the various stakeholders.
February each year Termly updates for BoT and annual reporting to parents (in first newsletter of the year)	<p><u>Reporting</u></p> <p>Annual Report and Analysis of Variance produced and shared with the school community. Feedback welcomed.</p> <p>Reporting on Student Achievement occurs regularly to BoT and Community</p>	Led by DP with curriculum responsibility (Fr)	Our reporting mechanisms are regular, in plain English and meet the expectations of our community.
Term 1	<p><u>Connecting to our Community</u></p> <p>Investigate the creation of an Industry/Community Liaison Co-ordinator who can assist the school in aligning ourselves with the needs of the local community, especially local industry.</p>	Led by Principal and BoT	An Industry Liaison Co-ordination role is established

PRIORITY 3: To provide a positive school culture that attracts, retains and develops the best people available to support the teaching and learning programmes in the school to act as a good employer.

Strategic Aim 1: We support, develop and professional grow the people who support and develop our learners			
Annual Objective: Our staff (teaching and support staff) are supported, challenged and grown professionally in their roles.		Annual Target: a. All new staff receive a comprehensive Teacher Induction Programme b. Professional Development priorities are dictated by staff needs c. An Employee Assistance Programme is developed during 2015	
Baseline Data/Supporting Information: <u>Personnel Policies</u> <u>ERO National Report: Student Safety in Schools: Recruiting and Managing Staff (Jan 2014)</u>			
When	What/Action	Who/Responsibility	Indicators/Progress
Term 4	Review Teacher Induction Programme	DP in charge of New Staff Induction leads in review with SLT	New staff receive a thorough and relevant induction to Motueka High School.
Ongoing	Staff Professional Development is linked to staff need	Professional Development Committee	Staff Professional Development is relevant to the learning needs of the staff.
2015	Investigate the provision of a formal Employee Assistance Programme to provide counselling and support for staff who need it (for both in school and personal issues)	Principal and HOD Guidance to investigate and report to BoT	Staff who require counselling support or assistance have confidential, easily accessible access to these services through their employer
2016	Recruitment practices and Policies reviewed	SLT to lead	Recruitment practices exemplify best practice.

Strategic Aim 2: Our Staff Appraisal System is meaningful and delivers useful outcomes for staff and the school (and therefore students)			
Annual Objective: Our staff appraisal system delivers meaningful and useful outcomes for staff and the school.		Annual Target: a. All staff (Teaching and Support Staff) are appraised during 2015. b. The Appraisal system is linked to the Charter Goals, School-wide targets and professional development goals.	
Baseline Data/Supporting Information: Performance Appraisal Policy & Principals Performance Appraisal Policy			
When	What/Action	Who/Responsibility	Indicators/Progress
2015	Review of school-wide staff performance appraisal system (for teaching and non-teaching staff) Staff appraisal progress to be reported on to BoT as required	Teaching Staff Review: DP in charge of Staff Performance Appraisal Support Staff review: Executive Officer	Our staff performance appraisal system is comprehensively reviewed with consideration given to the professional growth and learning needs of staff, NZTC requirements and BoT policy requirements.
Ongoing	Staff Performance Appraisal system is linked to the Staff Professional Development priorities to ensure that staff receive the Professional Development support they need.	DP in charge of Staff Performance appraisal and PD Co-ordinator to lead	Good alignment exists between staff appraisal and staff professional development activities.

PRIORITY FOUR: Allocate funds to reflect the schools priorities as stated in the Charter

Strategic Aim 1: Our allocation of funds effectively supports teaching and learning programmes			
Annual Objective:		Annual Target:	
<ul style="list-style-type: none"> To ensure that all income and expenditure is budgeted to enable the school's goals and objectives to be met. To ensure needs are prioritised and financed according to an agreed order. To ensure all areas of need and all programmes of learning have a budget 		<ul style="list-style-type: none"> All funds allocated are subject to scrutiny and analysis about how the use of these funds will impact on improving student outcomes. Annual Spending falls within acceptable parameters: <ul style="list-style-type: none"> a) Annual spending should remain within 97% - 103% of income; b) Financial equity should remain close to 75% or more of total assets; c) Current asset ratio should remain close to (or better than) 1.5:1. 	
Baseline Data/Supporting Information:			
<u>Finance Policies</u>			
<u>Fixed Term Unit Allocations for 2015</u>			
<u>ERO National Report: Schools' Use of Operational Funding: Case Studies (June 2007)</u>			
When	What/Action	Who/Responsibility	Indicators/Progress
Annually around September/October	Annual School-wide budgeting process is zero-based and funds are allocated on the basis of student numbers and need identified, particularly in-line with school-wide goals.	Executive Officer coordinates.	Our budgeting process is driven by student achievement needs and school-wide goals.
Annually around October/November	Allocation of Fixed Term Units and Fixed Term Middle Management Allowances is transparent, consultative and awarded around identified needs in our school-wide goals.	Principal leads. Allocation committee consists of SLT, Timetabler, BoT Staff Rep and PPTA Branch Chair	The process for the allocation of Fixed Term Management Units and Middle Management Allowances is transparent, consultative and based on the identified needs in our school-wide goals.
Drafted early 2015, consultation sought from staff and PPTA before adopting.	Procedure being drafted for the Allocation of Fixed Term Units & Fixed Term Middle Management Allowances.	Principal leads creation of procedure and undertakes consultation	

Strategic Aim 2: We grow our base of Locally Raised Funds so that we can invest more in our school.			
Annual Objective: <i>The BoT and Principal commit to growing our base of locally raised funds so that we have sufficient funds to invest in our school for the benefit of students and staff.</i>		Annual Target: 40 Fee Paying International Students for 2015 50 Fee Paying International Students for 2016 60 Fee Paying International Students for 2017	
Baseline Data/Supporting Information: <u>Fundraising and Marketing Co-ordinator Job Description</u> <u>ERO National Report: Schools Provision for International Students (Sept 2013)</u>			
When	What/Action	Who/Responsibility	Indicators/Progress
Developed 2014. Review and refine during 2015	Develop a cohesive International Student Marketing Strategy to grow International Student Numbers to 60 by 2017 (nominally 10% of our school role)	Principal leads supported by International Director. BoT to ratify.	The International Programme at Motueka High School expands annually to a ceiling of 60 fee paying students by 2017.
Regular representation in the International markets: Annual visits to Asia (Japan & Thailand) Bi-annual visits to Europe (Germany, Norway, Austria, Switzerland, Denmark, Italy) At least Monthly	Motueka High School is actively promoted in selected markets: - Continue to develop and strengthen relationships with existing agents - Continue to develop the international student newsletter - Development of school Prospectus, Website Refresh and Facebook Page development - Regular (at least monthly) communication with agents via email, newsletters, facebook posts, photo sharing etc to maintain profile and	Principal & International Director International Director and International Administrator International Team	Motueka High School is actively promoted and profiled in relevant International Markets as a destination of choice.
Ongoing	Investigate programmes and partnerships that could be developed to cater for a range of International Student Markets: - <u>Learn</u> : more about the markets and the needs, wants and experiences of students who have come through our programme through investigating "data-mining" from existing resources – course evaluations with existing students, exit interviews, debriefs. - Learn: what do our agents want from us? - Further develop ESOL provision through actively supporting and encouraging teacher Professional Development and further tertiary education in ESOL. - Investigate and grow the short-stay international student Market. - Develop and market a Golf programme if feasible. - Investigate the feasibility of a Performing Arts programme, art and photography and music programme - Investigate possible links with tertiary markets such as NMIT and the Nelson Aviation College	Led by Principal & International Director	Motueka High School is in-sync with the needs of the International market and we are proactive in meeting the needs of our client base.
Annually at Budget time in September/October	Appropriate resourcing of the International Department: - Annual assessment of hours for International Director and Homestay Coordinator - Establishment of a Japanese Student Counsellor position - Establishment of an International Administrator position.	Led by Principal	The International Department at Motueka High School receives sufficient resourcing to invest in growing the department in order to meet student number targets.

<p>Twice Annual host family meetings (Usually Terms 1 and 3)</p> <p>At least termly updates to host families</p>	<p>Set up training programmes for participant host families and recruitment of quality new host families:</p> <ul style="list-style-type: none"> - Convene Host-family meetings twice per year where International Director, Homestay Coordinator, Japanese Counsellor and Principal meet with families to update them on developments and answer their questions. - International department to send regular updates to host families. 	<p>Coordinated by Homestay Coordinator and International Director</p>	<p>Host Families of MHS International Students are engaged with the school and understand what is expected of them as a host family.</p>
<p>Ongoing</p>	<p>Resourcing of a fundraising and marketing manager to increase the pool of locally raised funds.</p> <ul style="list-style-type: none"> - Investigate a 'Business Partner" sponsorship scheme - Investigate ways to further grow recoveries through school donations - Apply increased rigour to ensure that students selecting courses with course recovery fees have paid, or made arrangements to pay the fees within a month of the commencement of the course. 	<p>Fundraising and Marketing Coordinator responsible to Executive Officer directly and Principal ultimately.</p>	<p>Fundraising and Marketing opportunities are leveraged by a dedicated staff member.</p>

PRIORITY FIVE: Continue to improve the environment that provides for the physical and emotional well-being of students and staff.

Strategic Aim 1: Our Staff and Students are physically & emotionally safe			
Annual Objective: Motueka High School is a physically and emotionally safe place for everyone.		Annual Target: Motueka High School proactively promotes physical and emotional safety through robust systems, and reacts swiftly and appropriately to manage safety issues that arise.	
Baseline Data/Supporting Information: Me And My School Survey 2013 ERO National Report Student Safety in Schools Recruiting and Managing Staff, Jan 2014 Health and Safety Policies TIC Values Education Job Description Information about Changes to Outdoors Mark			
When	What/Action	Who/Responsibility	Indicators/Progress
Ongoing	<u>Actively support existing student wellbeing mechanisms:</u> - Actively support the efforts and initiatives of the school guidance counsellor. - Ensure regular attendance at Motueka High School's Pastoral Committee	SLT	The Senior Leadership are active and visible in supporting student wellbeing initiatives.
As part of induction programme for new staff and as part of PD cycle for staff. Students are taught the desired behaviour (PB4L format) in assemblies, form classes, taught classes etc.	<u>Review and reinforce school-wide practices that contribute to good learning behaviours for students:</u> <u>PB4L</u> - Staff PD provided - Further development of learning behaviours programme Y9/Y10 implemented <u>Restorative Practices</u> - Continue implementation of restorative practices programme in the context of the school discipline procedures - Continue PD for staff in the use of restorative conversations and restorative practices - Build on Human Rights in Education - Students and staff refine a behaviour charter - Each student signs up to behaviour charter. - Investigate links with curriculum areas	TIC Values Education leads (Wo for 2015) with SLT support.	All new staff to Motueka High School receive a thorough introduction to schoolwide practices at MHS that contribute to good learning behaviours for students. Staff receive Professional development to support these practices regularly as part of the school-wide PD cycle. Students are taught desired behaviours as part of the PB4L programme. (Generally theme by theme)
Ongoing but reviewed annually at the start of each year.	<u>Systems are developed to ensure that identified at risk students are monitored and provided with appropriate programmes</u> - Systems of identification and referral confirmed - Review monitoring systems and programmes	Pastoral committee leads	MHS has robust systems to ensure that at risk students are identified and appropriately supported. The
2015	<u>Review Health and Safety Procedure to meet new legislative requirements</u> - BoT to engage an external independent audit of our Health and Safety systems to ensure that we are meeting compliance and best-practice	BoT has overall responsibility. BoT to engage external independent H&S Audit for 2015. Executive Officer is lead person for Property-related Health and Safety.	Health and Safety procedures at Motueka High School meet legislative requirements and are consistent with contemporary best practice.

		DP in charge of EOTC is lead person for EOTC Health and Safety.	
2015	<p><u>Maintain commitment to Outdoors Mark (or parallel certification) as an integral part of the Outdoor Education programme.</u></p> <ul style="list-style-type: none"> - MHS currently has Outdoors Mark certification for our Outdoor Education programmes, however this expires during 2015 and the future of the Outdoors Mark certification is uncertain. 	<p>HOD Outdoor Education (Wh) & Principal (Hs) to investigate Outdoors Mark alternatives.</p> <p>HOD Outdoor Education to pursue renewal of safety certification.</p>	The Outdoor Education Programmes at Motuka High School are externally audited and safety certified

Strategic Aim 2: Student Behaviour is managed in ways to increase engagement in learning and minimise Stand-downs, Suspensions and Exclusions

<p>Annual Objective:</p> <p>The Motueka High School Core Values and Student Behaviour Code is co-constructed with students, positively reinforced and restorative in nature wherever possible. Punitive consequences are only being employed as an option of last resort.</p>	<p>Annual Target:</p> <p><i>Stand-downs: 22.7* Age-standardised stand-down rate per 1,000 students (cf 29.8 for MHS in 2013)</i></p> <p><i>Suspensions: 4.3 Age-standardised suspension rate per 1,000 students (cf 6.8 for MHS in 2013)</i></p> <p><i>Exclusions: 2.8** Age-standardised exclusions rate per 1,000 students (cf 5.3 for MHS in 2013)</i></p> <p><i>* Represents the NZ average for 2013</i></p> <p><i>** Represents the Decile 4 Average for 2013</i></p>
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Baseline Data/Supporting Information:

[Me And My School Survey 2013 \(data not yet available for 2014\)](#)

[2013 Stand-down data for MHS with comparative data \(2014 data not yet available on Education Counts website\)](#)

[2013 Suspension data for MHS with comparative data \(2014 data not yet available on Education Counts website\)](#)

[2013 Exclusion data for MHS with comparative data \(2014 data not yet available on Education Counts website\)](#)

[Fundraising and Marketing Co-ordinator Job Description](#)

When	What/Action	Who/Responsibility	Indicators/Progress
<p>Nov 2014-Mar 2015</p> <p>Throughout 2015</p> <p>Throughout 2015</p> <p>Early 2015</p>	<p><u>Creating an Engaging atmosphere at MHS:</u></p> <ul style="list-style-type: none"> - Thorough and purposeful transition from primary schools using RTLB service and primary teacher strengths - Teacher PD – restorative practices and relationship building. - Build up Kapa Haka group, strengthen Haka competition, continue making it a whole school focus (enhancing resilience and well-being) - Use Positive Behaviour 4 Learning (PB4L) principles to actively teach students desired behaviours. 	<p>Year 9 Deans</p> <p>TIC Values Education</p> <p>HOD Māori</p> <p>TIC Values Education to lead all staff</p>	<p>The atmosphere at Motueka High School is welcoming, positive, respectful and engaging.</p> <p>Data collected annually via Me and My School Student Surveys</p>
<p>Ongoing</p> <p>As per TIPS evening cycle</p>	<p><u>Address student Alcohol and Drug issues:</u></p> <ul style="list-style-type: none"> - Early supportive education and intervention for students identified as “using” or suspected of using drugs or alcohol. - Hold Annual Drug Education Evening for parents 	<p>SLT & Counsellor</p> <p>Organised by HOD Guidance + Principal</p>	<p>Students who use Drugs and/or alcohol are supported through education and early intervention. Parents receive useful information to enable them to effectively support their teen.</p>
<p>Each Term</p> <p>Ongoing efforts</p> <p>Each term or as significant events arise</p> <p>Terms 1 and 3 each year</p>	<p><u>Collect and analyse internal engagement data:</u></p> <ul style="list-style-type: none"> - Create and analyse discipline summary for each class in the junior school as a means of informing the college about engagement levels. - Effective use of discipline summary statistics by teachers - Discuss data with parents/families/whanau early enough to form a partnership and a collaborative approach to engagement and achievement. 	<p>DP In charge of data collection & Analysis (Bb)</p> <p>SLT and PD Committee to lead</p> <p>Deans and subject teachers</p> <p>Coordinated by Deans</p>	<p>Student engagement data at Motueka High School is reviewed regularly to observe emerging patterns and trends. The analysis of this data is used to inform our future Behaviour Management focus,</p>

<p>Data reviewed each term</p> <p>At the BoT meeting closest to the start of each term (for the previous term)</p>	<ul style="list-style-type: none"> - Hold twice yearly focus groups for families/whanau of Year 9 and Year 10 students to get their feedback and ideas. - Utilize PB4L data to address problems within and outside the classroom. - Engagement data is shared with the BoT on a termly basis. 	<p>Co-ordinated by PB4L Committee led by PB4L Coach (Wo)</p> <p>Principal supplies</p>	
<p>Ongoing</p> <p>Weekly meetings with ATET & Milestone reports twice annually</p> <p>During 2015 as part of school-wide PD Cycle</p> <p>At the BoT meeting closest to the start of each term (for the previous term)</p>	<p><u>Actively manage stand-downs, Suspensions and Exclusions:</u></p> <ul style="list-style-type: none"> - Hold "Diversion" meetings and have community service consequences as another step before stand-down or suspension. - Maintain modified Alternative Education programme to better engage students and cater for a larger number of students (3 year contract signed with ATET in January 2013) - Further build the capacity of our Restorative Practices provisions and PB4L Programmes. - Engagement data is shared with the BoT on a termly basis. 	<p>SLT – Principal & DP's</p> <p>Led by SENCO (Tr)</p> <p>Led by TIC Values Education (Wo)</p> <p>Principal supplies</p>	